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ABSTRACT

The faculty of the Department of Psychology at Tennessee State University (TSU), a state university with a predominantly Black student body, designed a competency- based secondary school counselor certification proposal which is not tied to coursework in theory. This allows for flexibility in implementing the competencies within diverse courses in practice. During the designing and writing phases of the project, the faculty met as a group once a week to discuss and form consensus on each level of objectives, each method of assessment, optional learning activities, and the implementation mechanism. Staff from supporting areas such as the Curriculum Laboratory, the Library, and the Child Study Center were involved in the process as were key administrators on the campus. The proposal was designed in such a way that students could read the objectives and work through learning activities on their own in order to attain mastery of the objectives. Students received copies of the proposal at the departmental orientation program held during Fall Semester 1975. (Author)

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Secondary School Counselor Certification: A Proposal for the Development of Competencies

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Tennessee State University
College of Education
Department of Psychology

Nashville, Tennessee

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CG 011305

SCHOOL COUNSELING AND GUIDANCE

A Proposal
for the
Development of Competencies

by

Tennessee State University
School of Education
Department of Psychology

March 1975

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Table 1. Number of Graduate Degrees Conferred by Tennessee State University during the Period 1967-1974 according to Department and Year 70

Part 1

PHILOSOPHY

The philosophy of the department is embodied in the concept that psychology is a discipline that contributes to the understanding of behavior and experience.

Specifically, the Counseling and Guidance Program is geared toward enriching the student's knowledge of the qualities and character of life in such a way that personal and interpersonal development will be enhanced for a career in human service. It seems reasonable that those students who are committed to human service think not of themselves as part of a clinical-counselor polarity, but rather as a part of a helping relationship continuum. Included along this continuum would be the many problems, concerns, and issues that are encountered in schools, the family, public health, and various other social, educational, business, and industrial organizations and agencies. It is the training of students to high levels of competency in helping people to which the faculty of the Department of Psychology are committed.

The thrust of the counseling and guidance concept is directed toward helping the counselee utilize present untapped or unrecognized resources in making decisions about specific problems. It is concerned with the normalities found even in the "abnormal" person; it focuses more on positive strengths to be developed rather than weaknesses to be overcome.

It should be seen that counselors must be able to function effectively in various settings and to cooperate with persons whose training and background are very unlike their own, that is, in schools, hospitals, businesses, correctional institutions, churches, and various community agencies concerned with helping the "normal" individual in need of help. Because of this factor, counselors need vocational, occupational, and administrative knowledge as well as the more recognized need for behavioral and social data. Accordingly, the competency based program in counselor training will be designed to provide students with access to as many academic and practical opportunities for development as possible.

At the same time, the student seeking certification as a secondary school counselor in Tennessee must gain specific skills in order to play both a new and challenging role in the schools of Tennessee. Viewed as a developmental specialist, the school counselor must have competencies in consultation, to assist teachers, parents, administrators, and the total community in understanding and programming for the development of students. This development encompasses not only intrapersonal and interpersonal self-analysis, but also growth toward future roles at work, in the family, as citizens and in leisure activities--vocational roles. Vocation is interpreted broadly here to include all those roles to which a person is called within a lifetime (from the Latin "vocare"). Furthermore, the counselor as a developmental specialist helps the student--based on self-analysis of interests, aptitudes, past achievement, and values as well as on knowledge and attitudes toward diverse vocational roles--to make decisions, to plan for the future, and to effect placement either in the world of work or at an appropriate next step in the educational ladder.

To play this new role in the school, the counselor must work with and through other people. Leadership looms as a main function, with the counselor able to perform as well as indirectly deliver services by working through teachers, administrators, and pupil personnel specialists to influence curricular and environmental change. One example of this leadership role is the coordination of the implementation of a developmental career education program within the local school. With the leadership of the counselor and the involvement and effort of the total faculty, staff, administration, and community, such a program can become a working reality. Another is the counselor's leadership in the area of information services including a career information center encompassing such areas as comprehensive vocational-technical options at the high school level, post-secondary options, and financial aid for further training. Finally, another example of the counselor's leadership role is the orientation of new students and teachers as well as articulation with feeder schools.

Viewed as a developmental specialist, the counselor will emphasize group counseling to reach more students with preventive, growth-promoting activities. Of course, individual counseling will still be of great importance, but the counselor will not be limited to crisis-oriented contacts with students, but can have proactive encounters with them.

It is to this developmental philosophy that the faculty of the Counseling and Guidance Program are committed both in their approach to developing competencies in their own students and in the roles that they hope these future counselors in turn will play in the lives of their students in the schools of Tennessee.

Part 2

OBJECTIVES, EVALUATION METHODS, AND LEARNING ACTIVITIES

Developing additional and different competencies in prospective counselors is one of the key reasons for the modification of the present certification process. For a certification candidate to master competencies in counseling and guidance, the person must know what terminal behaviors are sought, that is, what student outcomes are expected. At the same time, the person should know how mastery of competencies or outcomes is going to be measured. Finally, unless some suggestions of possible activities or steps in the process are provided, the candidate may become unduly anxious about how to attain mastery of the objectives. Such a situation might be compared to that of a young person who had never been to Australia but was expected to reach there (as measured by a verified person-to-person telephone call from Australia) and had not been given any suggestions of how to raise the necessary funds for the journey, gain required inoculations, or make travel plans. A list of suggestions to facilitate the attainment of the objective would certainly have made the going easier and would have allayed possible fears.

Analogously in each of the ten competency areas of the minimum competency requirements for secondary school counselors not only are objectives in terms of prospective counselor outcomes included in this part of the document, but also their methods of assessment and suggested learning activities to assist certification candidates in their

attainment of the objectives are included.

This document is designed to be presented to new students at orientation to acquaint them with what will be expected of them, how outcomes will be measured, and suggested activities to help them initiate and continue their own processes of self-growth throughout the program.

The criterion of mastery* for all written reports, behavior as recorded on audio or video tape, and behavior as exhibited in role playing situations shall be a rating of three on a five-point scale. The specific rating scales shall be available upon request. The candidate's program committee shall monitor the accurate use of the scales and shall have the ultimate responsibility of determining the competence of a certification candidate.

The criterion of mastery** for all objective tests shall be 80 per cent correct responses. The specific tests shall be available upon request. Necessarily there will be alternate forms of each test, with new equivalent forms continuously in the process of development. The candidate's program committee shall monitor the proper administration, scoring, and security of the tests. The candidate's program committee shall have the ultimate responsibility of evaluating the levels of competence of a certification candidate in all of the competency areas.

AREA I - FOUNDATIONS. The counselor can apply knowledge of educational philosophy, appropriate history and philosophy of vocational and technical education, human learning and development, curriculum, guidance principles, professional activities, and ethics to the practice of counseling and involvement with the total community.

OBJECTIVE 1.1

The professional counselor can explain the relationship among the philosophical approaches prevalent in the community, the philosophy of the school, and the philosophy as well as the practices of the guidance program.

EVALUATION METHOD 1.1

The objective shall be assessed via a formally written paper. The candidate must achieve mastery* as defined by the candidate's program committee. The paper should include the following:

1) a discussion of the philosophies prevalent in the community;
2) a school philosophy statement;
3) a statement of the philosophy of the guidance program;
4) an explanation of the relationship among the philosophies;
5) examples of guidance practices which might indicate adherence to the school philosophy;
6) examples of guidance practices which might indicate dissonance with the school philosophy.

LEARNING ACTIVITIES 1.1

Samples of suggested optional activities to assist candidates in their attainment of the objective include the following:

1) Visit one school and talk with the principal, one guidance counselor, and one teacher concerning the philosophy of the community, school, and the guidance program. Discuss areas of agreement and areas of possible conflict among the philosophies.
2) Read The World of the Contemporary Counselor by C. Gilbert Wrenn.
3) Locate appropriate articles in professional education and guidance journals by using the Education Index, ERIC collection, or other indexes.
4) Survey Part 1 and Part 2 of Guidance: Principles and Services by Frank W. Miller.
5) Read Chapter 1 of Guidance: Techniques for Individual Appraisal and Development by Bruce Shertzer and Herman J. Peters.
6) Read the first four chapters of Career Guidance, Counseling and Placement: Elements of an Illustrative Program Guide edited by Norman C. Gysbers and Earl J. Moore.

OBJECTIVE 1.2

The professional counselor can apply knowledge of appropriate history and philosophy of vocational and technical education to the practice of counseling and involvement with the total community.

EVALUATION METHOD 1.2

The objective shall be assessed by the completion of an objective test on the subject of the history and philosophy of vocational and technical education. The candidate must achieve mastery** as defined by the candidate's program committee.

LEARNING ACTIVITIES 1.2

Samples of suggested optional activities to assist candidates in their attainment of the objective include the following:

1) Study Chapter 1, Chapter 5, Chapter 6, Chapter 13, and Chapter 20 of Vocational and Practical Arts Education by Roy W. Roberts.
2) Talk with a counselor at the Nashville Area Vocational Technical School, the Nashville State Technical Institute, a community college, and a comprehensive high school.
3) Read Part Two of Vocational Counseling: Some Historical, Philosophical and Theoretical Perspectives by E. G. Williamson.
4) Take a tour of the campus facilities for training vocational, technical, and industrial education teachers.
5) Talk with a director of vocational education of a local school system about vocational-technical education philosophy and programs.
6) Survey Modules 4.0 and 7.0 from A Competency-Based Manual for Area VI: Vocational and Career Development of the Minimum Competency Requirements for Secondary School Counselors of the State of Tennessee by Michele B. Thomas, Linda Meador, Leila Najem, Jacqueline Layman, Celia Fite, and Charles T. Baker, Jr.
7) Read Part Three on the foundations of vocational education and the evolution of career education in Career Education: New Approaches to Human Development by Larry J. Bailey and Ronald Stadt.

OBJECTIVE 1.3

The professional counselor can apply knowledge of human learning and development to the practice of counseling.

EVALUATION METHOD 1.3

The objective shall be assessed by the completion of an objective test on the subject of human learning and development. The candidate must achieve mastery** as

defined by the candidate's program committee.

LEARNING ACTIVITIES 1.3

Samples of suggested optional activities to assist candidates in their attainment of the objective include the following:

1) Read "Unit VI: Adolescence and Youth" in Developmental Psychology Today.
2) Read Counselor in a Changing World by Gilbert Wrenn.
3) Talk with ten or more students individually about the problems they are experiencing and have recently experienced.
4) With appropriate permissions, administer the Mooney Problem Checklist to a class and plot a profile of the areas of concern marked by the majority of the class. Talk with the class about their areas of greatest concern.

OBJECTIVE 1.4

The professional counselor can apply knowledge of curriculum as presently existing in the secondary schools of the State of Tennessee.

EVALUATION METHOD

The objective shall be assessed by a formally written paper. The candidate must achieve mastery* as defined by the candidate's program committee. The paper should include the following:

1) curricular options usually available at each grade level from seventh grade through twelfth grade;
2) curricular requirements for graduation from high school;
3) innovative curricular influences in response to the comprehensive vocational education legislation both at the pre-vocational level and comprehensive high school;
4) some selected post-secondary curricular options.

LEARNING ACTIVITIES 1.4

Samples of suggested optional activities to assist candidates in their attainment of the objective include the following:

1) Read Rules, Regulations, and Minimum Standards of the Tennessee State Board of Education for the current year, which can be obtained from the Tennessee State Department of Education.
2) Talk with a junior high counselor about courses available at the school and at the high school which the junior high students will probably attend.
3) Read the policy on pre-vocational programs passed by the Tennessee State Board of Education.
4) Talk with a guidance supervisor, instructional supervisor, or superintendent about curricular

options available in one local school system.
5) Review Career Education, Grades 7-12 which is a report published under the direction of Dorothy M. Pease, Coordinator of the Guidance Division of Nashville-Davidson County Metropolitan Public Schools, in conjunction with the Division of Instructional Services.
6) Read Post-Secondary Career Education Programs Offered by Tennessee Community Colleges, Technical Institutes and Schools printed by Cleveland State Community College.
7) View microfiche from the INFOE decks on reserve in the Teacher Education Curriculum Laboratory on the second floor of the School of Education.

OBJECTIVE 1.5

The professional counselor can apply knowledge of guidance principles to the practice of counseling and involvement with the total community.

EVALUATION METHOD 1.5

The objective shall be assessed by the completion of an objective test on the subject of guidance principles. The candidate must achieve mastery** as defined by the candidate's program committee.

LEARNING ACTIVITIES 1.5

Samples of suggested optional activities to assist candidates in their attainment of the objective include the following:
1) Read Part 1 of Guidance: Principles and Services by Frank W. Miller.
2) Read Chapter 11 and 12 of The World of the Contemporary Counselor by C. Gilbert Wrenn.
3) Read the position paper of the Tennessee Personnel and Guidance Assocation on the role of the secondary school counselor in Tennessee.

OBJECTIVE 1.6

The professional counselor can describe the role and functions of all guidance personnel.

EVALUATION METHOD 1.6

The objective will be assessed via a formally written guidance program handbook. The candidate must achieve mastery* as defined by the candidate's program committee. The handbook should include the following:
1) Leadership Functions (planning, coordinating, implementing, and consulting) encompassing orientation and articulation, developmental career education program using career clusters and career

ladders, information services including a self-directed career information center, and community /business/ industry involvement (the roles of the teacher, counselor, and administrator, pupil personnel services specialists, parents, and community should be specified for each function);

2) Group Counseling Function (facilitating);
3) Individual Counseling Function (helping);
4) Assessment Functions (analyzing) encompassing assessment (abilities, aptitudes, interests) for student self-understanding, needs assessment, self-analysis of counselor's role and function, evaluation of the guidance program, follow-up (of in-school students, out-of-school graduates, and school leavers), and referral (the roles of the teacher, counselor, administrator, pupil personnel services specialists, parents, and community should be specified for each function);
5) Placement Function (assisting in making a transition from one school level to another, one school to another and from school to employment or post-secondary educational opportunities) should include community /business/ industry involvement.

LEARNING ACTIVITIES 1.6

Samples of suggested optional activities to assist candidates in their attainment of the objective include the following:

1) Read the position paper of the Tennessee Personnel and Guidance Association on the role of the secondary school counselor in Tennessee.
2) Read the material concerning pupil personnel services in the Rules, Regulations, and Minimum Standards of the Tennessee State Board of Education for the current year.
3) Read and study Guidance: Techniques for Individual Appraisal and Development by Bruce Shertzer and Herman J. Peters.
4) Talk with at least two counselors concerning role and function.
5) Survey Part 2 of Guidance: Principles and Services by Frank W. Miller.
6) Survey and consult sources available in A Competency-Based Manual for Area VI: Vocational and Career Development of the Minimum Competency Requirements for Secondary School Counselors of the State of Tennessee.
7) Locate appropriate articles in professional journals by using the Education Index, Psychological Abstracts, the ERIC collection, or other indexes.
8) Survey The Helping Interview by Alfred Benjamin.
9) Survey Group Leadership: A Manual for Group Counseling Leaders.

OBJECTIVE 1.7

The professional counselor can apply knowledge of professional ethics to the practice of counseling and involvement with the total community.

EVALUATION METHOD 1.7

The objective shall be assessed by the completion of an objective test on the subject of ethics. The candidate must achieve mastery** as defined by the candidate's program committee.

LEARNING ACTIVITIES 1.7

Samples of suggested optional activities to assist candidates in their attainment of the objective include the following:

1) Read and study the Ethical Standards: American Personnel and Guidance Association.
2) Read and study the ethics statement of the American Psychological Association.
3) Read the book on ethical case studies published by the American Psychological Association. Practice role playing various situations.
4) Attend a meeting of the Middle Tennessee Personnel and Guidance Association.
5) Attend a Tennessee Personnel and Guidance Association meeting.
6) Attend a meeting of the Guidance Section of the Tennessee Education Association.
7) Attend a meeting of the Guidance Division of the American Vocational Association.

AREA II - ASSESSMENT. The counselor can demonstrate skill in selection and administration of instruments and observational procedures for assessing vocational interest and aptitude, achievement, personality, social and personal skills, individual and group behavior, study skills, attitudes and values, and interpretation of the results.

OBJECTIVE 2.1

The counselor can demonstrate knowledge of the basic concepts and principles of measurement and evaluation.

EVALUATION METHOD 2.1

The objective shall be assessed by the completion of an objective test on the subject of the basic concepts and principles of measurement and evaluation. The candidate must achieve mastery** as defined by the candidate's program committee.

LEARNING ACTIVITIES 2.1

Samples of suggested optional activities to assist candidates in their attainment of the objective include the following:

1) Read and study Chapter 7 of Guidance: Techniques for Individual Appraisal and Development by Bruce Shertzer and Herman J. Peters.
2) Read and study Chapter 7 and Chapter 8 of Principles of Educational Measurement and Evaluation by Gilbert Sax.
3) Read and study Chapter 2, Chapter 5, and Chapter 6 of Essentials of Psychological Testing by Lee J. Cronbach.
4) Read and study Chapter 3 of Psychological and Educational Testing by Lewis R. Aiken, Jr.

OBJECTIVE 2.2

The counselor can explain ethical standards concerning the use of assessment data.

EVALUATION METHOD 2.2

The objective shall be assessed by the completion of an objective test on the subject of the ethical use of assessment data. The candidate must achieve mastery** as defined by the candidate's committee.

LEARNING ACTIVITIES 2.2

Samples of suggested optional activities to assist candidates in their attainment of the objective include the following:

1) Read and study the Ethical Standards; American Personnel and Guidance Association.
2) Read and study the ethics statement of the American Psychological Association.

3) Read the book on ethical case studies published by the American Psychological Association.
4) Read Chapter 2 of Principles of Educational Measurement and Evaluation by Gilbert Sax.
5) Practice role playing various situations involving ethical standards concerning the use of assessment data.

OBJECTIVE 2.3

The counselor can accurately administer group standardized tests and use various nontest techniques.

EVALUATION METHOD 2.3

The objective shall be assessed by the completion of an objective test on the subject of the administration of group standardized tests and the use of various nontest techniques. The candidate must achieve mastery** as defined by the candidate's committee.

LEARNING ACTIVITIES 2.3

Samples of suggested optional activities to assist candidates in their attainment of the objective include the following:

1) Review copies of various tests available in the testing file in the Psychology Department and read the respective manuals. The candidate should review a testing instrument or nontest technique in each of the following categories: behavioral observation (both group and individual), background data, interview, interest inventories, vocational aptitude, achievement tests, sociometric methods, personality, social-personal skills, study skills, attitudes and values.
2) Consult the Mental Measurement Yearbook's by Buros.
3) With appropriate permissions and after having studied the manual, administer one group standardized test to a group of students.
4) Take a group standardized test, score it, and interpret your own results after reading the manual.
5) Read Chapter 11, Chapter 12, Chapter 13, Chapter 14, Chapter 15, and Chapter 16 of Principles of Educational Measurement and Evaluation by Gilbert Sax.
6) Read Chapter 4, Chapter 5,Chapter 7, Chapter 8, and Chapter 9 of Psychological and Educational Testing by Lewis R. Aiken, Jr.
7) Read Part 2 and Part 3 of Essentials of Psychological Testing by Lee J. Cronbach.
8) Read Chapter 7, Chapter 9, Chapter 10, Chapter 11, Chapter 13, and Chapter 14 in Guidance: Techniques for Individual Appraisal and Development by Bruce Shertzer, and Herman J. Peters.

OBJECTIVE 2.4 14

The counselor can plan an appropriate testing service within the guidance program for all students. The service should include means of screening, assessing, and placing students who possess special needs, interests, talents or characteristics.

EVALUATION METHOD 2.4

A written plan of a testing service for a real or fictitious school should be submitted. The candidate must achieve mastery* as defined by the candidate's program committee. The plan should include the following:

1) a description of the school;
2) an assessment of student needs;
3) procedures for screening (methods and instruments used, rationale for use, strengths and weaknesses of each instrument, feasibility, means of implementation);
4) an assessment program (methods and instruments used, rationale for use, strengths and weaknesses of each instrument, feasibility, referral policies for assessment and/or remediation, means of implementation);
5) how results are to be used (by students, parents, teachers, and other school personnel);
6) placement procedures and alternatives.

LEARNING ACTIVITIES 2.4

Samples of suggested optional activities to assist candidates in their attainment of the objective include the following:

1) Read Chapter 17 of Principles of Measurement and Evaluation by Gilbert Sax.
2) Read and study Policies Governing the Development of Programs and Services for the Handicapped published by the Tennessee Department of Education.
3) Read Chapter 5 of Establishing Guidance Programs in Secondary Schools by Anthony C. Riccio and Joseph J. Quaranta.
4) Talk with a counselor, guidance supervisor, or coordinator of testing in a local school system concerning the nature of the testing service and how it was planned.
5) Read Chapter 15 of Guidance: Techniques for Individual Appraisal and Development by Bruce Shertzer and Herman J. Peters.

OBJECTIVE 2.5

The counselor can interpret the results of assessment data to students both in groups and individually, to parents, to teachers, and to administrators.

EVALUATION METHOD 2.5

Orally either in person or on video/audio tape, the candidate shall role play the interpretation of the results of at least one standardized test to an individual or group. The candidate must achieve mastery* as defined by the candidate's committee.

LEARNING ACTIVITIES 2.5

Samples of suggested optional activities to assist candidates in their attainment of the objective include the following:

1) Read Uses of Test Data in Counseling by Ralph A. Meyering.
2) Read "Interpretation of Tests to Students" by Joseph M. Cozy in A Competency-Based Manual for Area VI: Vocational and Career Development of the Minimum Competency Requirements for Secondary School Counselors of the State of Tennessee.
3) View a video tape of a demonstration of the interpretation of test results by Donald Super which can be obtained in the Psychology Department Office from the media specialist.
4) View the video tape of a model use of test results in counseling which is available in the Psychology Department Office from the media specialist.
5) Practice using test results in counseling by asking another candidate to take several tests, by interpreting the results, by taking the same tests yourself, and by asking the same person to interpret the results to you. Critique each other's work.

OBJECTIVE 2.6

The counselor can integrate assessment data, evaluate it, develop appropriate recommendations, and write a professional report or case study.

EVALUATION METHOD 2.6

The objective shall be assessed by a recently written case study or professional report. The candidate must achieve mastery* as defined by the candidate's program committee. The professional report or case study should include the following:

1) reason for evaluation;
2) background information;
3) behavioral information;
4) instrumentation;
5) interpretation;
6) impressions;
7) recommendations.

LEARNING ACTIVITIES 2.6

Samples of suggested optional activities to assist candidates in their attainment of the objective include the

following:

1) Read Psychological Report Writing: Theory and Practice by Joseph W. Hollis and Patsy A. Donn.
2) Survey Studying the Child in the School by Ira J. Gordon.
3) Read Chapter 2 of Human Development and Learning by Hugh V. Perkins.
4) Read and study Policies Governing the Development of Programs and Services for the Handicapped published by the Tennessee Department of Education.

OBJECTIVE 2.7

The counselor can write an individualized educational program for the student based on observation and other assessment methods.

EVALUATION METHOD 2.7

The objective shall be assessed by a recently written individualized program based on observation and other assessment methods. The candidate must achieve mastery* as defined by the candidate's program committee.

LEARNING ACTIVITIES 2.7

Samples of suggested optional activities to assist candidates in their attainment of the objective include the following:

1) Read Handbook of Curriculum Design for Individualized Instruction: A Systems Approach by Sidney J. Drumheller.
2) Read Classroom Management with Adolescents edited by James D. Long and Robert L. Williams.
3) Read Ferinden's booklets on suggested activities according to the subtests of the WISC and the Stanford-Binet.
4) Read "Alternatives to the Case-Study Model" in Chapter 18 of Education and Mental Health by Louis Kaplan, and Chapter 16 in the same book.
5) Read Before the Geraniums Die: A Primer for Classroom Management by Hayden D. Wilson and Robert L. Williams.
6) Read Behavioral Objectives: Teacher Success through Student Performance by Paul D. Plowman.
7) Read and study Policies Governing the Development of Programs and Services for the Handicapped published by the Tennessee Department of Education.

AREA III - COUNSELING. The counselor can apply skill in counseling individuals from diverse socio-economic, ethnic, and racial groups with varied personal, educational, and vocational needs.

OBJECTIVE 3.1

The professional counselor can demonstrate a knowledge and application of the counselor's personal characteristics which may facilitate or impede counselee growth.

EVALUATION METHOD 3.1

The objective shall be assessed by a written self-analysis by the candidate. The candidate must achieve mastery* as defined by the candidate's program committee. The written self-analysis, which is a composite description of the candidate's personal perception of the candidate's own personality, shall include a description of the following characteristics:

1) present beliefs,
2) values,
3) interests,
4) talents,
5) personal mannerisms,
6) feelings about self and others.

The candidate shall observe one's own behavior in a supervised video or audio taped counseling session; determine the degree of congruence between one's performance and one's description; and judge which behaviors were facilitating or impeding to the counseling process.

LEARNING ACTIVITIES 3.1

Samples of suggested optional activities to assist candidates in their attainment of the objective include the following:

1) Write a description of yourself. Counsel a client on video tape. View your tape and write down any behaviors which impeded the counseling process. Write down a description of your performance in the session and your personal characteristics as expressed during the session.
2) Administer to yourself instruments measuring values, interests, aptitudes, and personality. Study the manuals and interpret the results for yourself. Write a description of your personal characteristics based on the test scores. Indicate wherever the score was the same or different from your perception of your characteristics in an area.
3) Talk with a person who knows you well about your distinctive personal characteristics. After talking with the person indicate similarities and discrepancies between how you saw yourself and how your friend saw you. Write down what you felt like when you were discussing your characteristics with your friend.

OBJECTIVE 3.2

The professional counselor can demonstrate an understanding of and approaches to the major theories of individual counseling.

EVALUATION METHOD 3.2

The objective shall be assessed by the completion of a written examination on the subject of the major theories and approaches to individual counseling including models from each of the following categories:

1) eclectic,
2) existential,
3) Gestalt,
4) learning theory,
5) neo-Freudian,
6) perceptual-phenomenological,
7) rational,
8) transactional analysis or other.

The candidate must achieve mastery** as defined by the candidate's program committee.

LEARNING ACTIVITIES 3.2

Samples of suggested optional activities to assist candidates in their attainment of the objective include the following:

1) Read and study Theories of Counseling and Psychotherapy by C. H. Patterson, Relationship Counseling and Psychotherapy by C. H. Patterson, Psychoanalysis and Psychotherapy: 36 Systems by Robert A. Harper, and Psychotherapy and Counseling: Studies in Technique edited by William S. Sahakian.
2) Go to the library and look up appropriate books and articles in each category.
3) View the film, "Three Approaches to Psychotherapy," which is available in the Psychology Department Office and focuses on Rogers, Perls, and Ellis.
4) View the film, "Actualization Therapy: An Integration of Rogers, Perls, and Ellis," which is available in the Psychology Department Office.
5) Review Therapeutic Psychology by Lawrence Brammer and Everett Shostrum, The Helping Relationship: Process and Skills by Lawrence M. Brammer, and Impact and Change: A Study of Counseling Relationships by Bill L. Kell and William J. Mueller.
6) Listen to the series published by the American Academy of Psychotherapists on Ellis, Shulman, Rogers, and Wolpe, which is available in the Psychology Department Office.

OBJECTIVE 3.3

The professional counselor can demonstrate an articulation of and support for a personal theory of counseling.

EVALUATION METHOD 3.3

The objective shall be assessed via a formally written paper. The candidate must achieve mastery* as defined by the candidate's program committee. The paper should include a personal theory of counseling, synthesized from major theoretical systems and personal experience, which the counselor can reasonably support and defend. Such a personal theory shall incorporate appropriate philosophical assumptions, theoretical tenets, and implications for practice.

LEARNING ACTIVITIES 3.3

Samples of suggested optional activities to assist candidates in their attainment of the objective include the following:

1) Read "The Counselor's Personal Theory" by James L. Lister in Counselor Education and Supervision (Volume 3, Number 4).
2) Watch several video tapes of yourself counseling clients. From your clinical experience, write down how you usually proceed. From this, generate a philosophy statement as to how you view the human condition, your philosophy and approach to counseling.
3) Read Theories of Counseling and Psychotherapy by C. H. Patterson, and The Work of the Counselor by Leona E. Tyler. Discuss how you will approach clients (your procedures and the basis for each) and what theory most closely resembles your personal theory of counseling.
4) Talk with several counselors about their personal theories or approaches to counseling. Ask yourself if the counselors actually are applying whatever they indicate their personal theories or approaches are.

OBJECTIVE 3.4

The professional counselor can demonstrate appropriate counseling and helping skills and techniques.

EVALUATION METHOD 3.4

Either in person or on video/audio tape, the candidate will exercise at least minimally facilitative behaviors during a real or simulated counseling session. The candidate must achieve mastery* as defined by the candidate's program committee. The objective shall also be assessed by the candidate's ability to discriminate between facilitative and non-facilitative counselor behaviors on a prepared tape, typescript, or worksheet. The candidate must achieve mastery** as defined by the candidate's program committee.

LEARNING ACTIVITIES 3.4

Samples of suggested optional activities to assist candidates in their attainment of the objectives include the following:

1) Review the following books by Robert R. Carkhuff: Volume I and Volume II of Helping and Human Relations; the three volumes of The Life Skills Series, in particular The Art of Helping; The Development of Human Resources: Education, Psychology and Social Change; and, Beyond Counseling and Therapy with Bernard G. Berenson. Read Human Relations Development: A Manual for Educators by George M. Gazda. Practice rating responses given in the exercises in the manual. Rate responses which are on video or audio tape and available in the Psychology Department Office.
2) Work through the exercises in Helping Skills: A Basic Training Program by Steven J. Danish and Allen L. Hauer. Practice responses with another candidate and with counselees.
3) Complete the programmed text, Counseling Strategies and Objectives, by Harold Hackney and Sherilyn Nye. Work through all the experiential exercises.
4) Read Microcounseling by Allen E. Ivey. Respond to video or audio taped statements available in the Psychology Department Office.
5) Read and study The Work of the Counselor by Leona E. Tyler.
6) Make up hypothetical situations and role play how you would respond. Critique the strengths and weaknesses of your own work.

OBJECTIVE 3.5

The professional counselor can demonstrate a regard for the cultural dimensions of the counselee as they affect the counseling relationship.

EVALUATION METHOD 3.5

The objective shall be assessed via a formally written paper. The candidate must achieve mastery* as defined by the candidate's program committee. The paper should include knowledge of the cultural dimensions of two or more minority cultures, commonly classified as such due to race, religion, sex, socio-economic status and/or national origin. The cultures considered should be different from the culture of the candidate. In addition, either in person or on video/audio tape, the candidate shall exercise at least minimally facilitative behaviors during a real or simulated counseling session with a counselee from a culture different from the candidate's. The candidate must achieve mastery* as defined by the candidate's program committee.

LEARNING ACTIVITIES 3.5

Samples of suggested optional activities to assist candidates in their attainment of the objective include the following:

1) Read "Listening Behaviors: Some Cultural Differences," The Silent Language, and The Hidden Dimension, all written by Edward T. Hall. Visit a number of student unions in the Mid-Cumberland District and observe how people from different cultures greet and talk with each other.
2) Read Multi-Ethnic Literature in the High School by Jean H. Lightfoot published by the National Institute of Mental Health, which includes a bibliography of ethnic literature classified according to mental health topic and fifteen different cultures.
3) Talk with personnel of the Educational Opportunities Planning Center of the University of Tennessee, which serves a five-state area in assisting school systems to meet second-generation desegregation needs and encourage the consideration of multi-ethnic concerns within the schools, especially Black, Chicano, and native American concerns.
4) Review the following articles and books: Black Psychology edited by Reginald Jones, "Identity and Therapy in the Black Community" by Marylou Kincaid in Personnel and Guidance Journal (Volume 47, Number 9), Black Manifesto for Education edited by Jim Haskins, The Psychology of Black Language by Hugh F. Butts and Jim Haskins, and "Counseling Negro Adolescents" by Clemmont E. Vontress in The School Counselor (Volume 15, Number 2). Talk with black students from different socio-economic levels about what they like to do and what makes them feel comfortable.
5) Review the following articles and books: Women and ACES: Perspectives and Issues edited by Mary Alice Julius Guttman and Patsy A. Donn published by the Commission for Women of the Association for Counselor Education and Supervision, Psychology of Women: A Study of Bio-Cultural Conflicts and Readings on the Psychology of Women both by Judith M. Bardwick, Developing Woman's Potential by Edwin C. Lewis, Today's Catholic Woman by Dolores Curran, Counseling Girls and Women over the Life Span edited by Edwin A. Whitfield, "Realistic Counseling for High School Girls" by Iris M. Tiedt, and "Women and Counselors," a special issue of the Personnel and Guidance Journal in 1972. Talk with single, married, divorced, and widowed women of different ages about their life styles and concerns.
6) Review the following articles and books: Part 7, Part 8, and Part 9 of Vocational Guidance and Career Development edited by Herman J. Peters and James C. Hansen; Chapter 17 of Career Information in Counseling and Teaching by Lee E. Isaacson; the chapters on the career counseling of minority students in Vocational Guidance and Career Development in the Schools: Toward a Systems Approach

by Edwin L. Herr and Stanley H. Cramer; and Part I of Career Education: Grades 7-12 published by Metropolitan Public Schools, Guidance Division. Talk with groups of black students, of women students, of students from lower socio-economic backgrounds, of students with various religious affiliations, of students from different countries concerning their career aspirations. Note how individual differences of race, sex, socio-economic status, religion, and national origin interact in career aspirations.

7) Practice skill exercises found in Helping Skills: A Basic Training Program by Steven J. Danish and Allen L. Hauer, in Human Relations Development by George M. Gazda and others, and in Counseling Strategies and Objectives by Harold Hackney and Sherilyn Nye. Practice helping students from a culture different from your own.

AREA IV - GROUP PROCESS. The counselor can demonstrate skills in facilitating group interaction and communication and in group counseling and guidance activities for goal-directed personal, inter-personal, educational and career development.

OBJECTIVE 4.1

The professional counselor can demonstrate a knowledge of the theoretical bases of group behavior.

EVALUATION METHOD 4.1

The objective shall be assessed by the completion of an objective test on the subject of the theoretical bases of group behavior. The candidate must achieve mastery** as defined by the candidate's program committee.

LEARNING ACTIVITIES 4.1

Samples of suggested optional activities to assist candidates in their attainment of the objective include the following:

1) Read Perspectives on Group Process by Gratton Kemp.
2) Read Models of Group Therapy and Sensitivity Training by John B. P. Shaffer and M. David Galinsky.
3) Participate as a member of a group and indicate what type of purpose and theoretical framework are being used.

OBJECTIVE 4.2

The professional counselor can demonstrate knowledge of how to objectively measure ongoing processes within a group.

EVALUATION METHOD 4.2

The objective shall be assessed by a written report. The candidate must achieve mastery* as defined by the candidate's program committee. The report should include the following:

1) explanation of an assessment method for group processes;
2) results of an assessment of group processes;
3) measurement by two professional observers of the same group processes either simultaneously or subsequently of an audio/video tape;
4) comparison of both measurements with explanation of differences.

LEARNING ACTIVITIES 4.2

Samples of suggested optional activities to assist candidates in their attainment of the objective include the following:

1) Go to the library and read Robert Bales' work on measuring group processes in The Handbook of Social Psychology.

2) Read about sociometric methods in Principles of Educational Measurement and Evaluation by Gilbert Sax.
3) Observe a group in progress through the two-way mirror and diagram what happens. Keep a log of specific responses which alter the direction of the group.
4) Use such instruments as the Scale for Group Effectiveness and the Group Role Inventory.

OBJECTIVE 4.3

The professional counselor can demonstrate the ability to appropriately utilize techniques for facilitating interaction processes such as acquaintance of group members, intra-group communication, self-appraisal, and appraisal of others.

EVALUATION METHOD 4.3

Orally either in person or on video/audio tape, the candidate shall lead a group. The candidate must achieve mastery* as defined by the candidate's program committee. In the process of leading the group, the candidate should appropriately use techniques for facilitating interaction processes such as acquaintance of group members, intergroup communication, self-appraisal, and appraisal of others.

LEARNING ACTIVITIES 4.3

Samples of suggested optional activities to assist candidates in their attainment of the objective include the following:

1) Practice leading groups of various types. Try different techniques for assisting group members to become acquainted, for encouraging intra-group communication, for helping individuals to analyze themselves, for promoting the self-actualization of others.
2) Read Models of Group Therapy and Sensitivity Training by John B. P. Shaffer and M. David Galinsky.
3) Try such get-acquainted exercises as pairing off members of a group to talk to each other in order to introduce the partner to the group. In a circle, allow five minutes for talking and then turn the other way to make new pairs. The evens introduce the odds and the odds introduce the evens. The leader in calling time should not appoint anyone to start off. This shall provide some ambiguity and the group will have to decide how it is to start.
4) Try such activities as the "Moon Explorer Problem," the "Goldfish Bowl," and the "Mountain and Cave," which can be found in materials published by the

Laboratory for Applied Behavioral Science which are on file in the Teacher Education Curriculum Laboratory.

5) Try intergroup observation using various techniques which you have looked up in appropriate journal articles and books.
6) Use games which are primarily classed as feedback games and record your observations. Such techniques would include "Praise Bombardment" in which one person is put in the feedback chair in the middle of the room and everyone says something nice about the person. The person is then asked to explain how he feels about this.

OBJECTIVE 4.4

The professional counselor can develop a program for the utilization of groups and group processes as a means of handling problems which may arise in a high school or any other institutional setting.

EVALUATION METHOD 4.4

The objective shall be assessed via a formal typewritten plan. The candidate must achieve mastery* as defined by the candidate's program committee. The plan should include the following:

1) a statement of the purpose for the groups;
2) the procedures for forming the groups;
3) ground rules for the groups;
4) staffing;
5) special techniques to be used in the groups, if any;
6) evaluation of the groups.

LEARNING ACTIVITIES 4.4

Samples of suggested optional activities to assist candidates in their attainment of the objective include the following:

1) Look at various materials for use in values clarification groups such as Deciding and Decisions and Outcomes published by the Educational Testing Service which are available in the Teacher Education Curriculum Laboratory on the second floor of the School of Education.
2) Review diverse materials for leading vocational exploration groups which are available in the Teacher Education Curriculum Laboratory.
3) Research references on growth groups to promote self-actualization.
4) Participate as a member of an encounter group and analyze your own behavior in the group.
5) Look up appropriate guidelines for setting up and administering groups in Guidance: Program Development and Management by Herman J. Peters and Bruce Shertzer.

AREA V - PERSONAL, SOCIAL, AND EDUCATIONAL DEVELOPMENT. The counselor can demonstrate skill in assisting administrators and teachers to develop programs of personal and social growth and to utilize sources of personal, social, and educational information.

OBJECTIVE 5.1

The professional counselor can describe in writing at least one theory of human development from each of the following categories and can demonstrate an application of at least one theory to intervention techniques: a) Piaget's theory; b) psychosexual development theory of Freud; c) behavioral theories; d) others.

EVALUATION METHOD 5.1

The objective shall be assessed by the completion of an objective test on the subject of theories of human development and their various applications to intervention techniques. In addition, the candidate shall demonstrate one technique in person or on audio/video tape. The candidate must achieve mastery** as defined by the candidate's program committee.

LEARNING ACTIVITIES 5.1

Samples of suggested optional activities to assist candidates in their attainment of the objective include the following:

1) Read Thinking Goes to School: Piaget's Theory in Practice by Hans G. Furth and Harry Wachs. With children and teenagers, play thinking games such as "Perception Bingo," "Experience Drama," or "Talking Body."
2) Survey Piaget for Teachers by Hans G. Furth.
3) Read Piaget's Theory of Cognitive Development by Barry J. Wadsworth.
4) With children and teenagers, try Piagetian tests useful at the Period of Concrete Operations, the Period of Formal Operations, and at Adolescence. Observe how children of different ages react to the tests.
5) Read and study Chapter 2 of Child Development: The Emerging Self by Don C. Dinkmeyer.
6) Survey pertinent material in Developmental Psychology Today.
7) Read Behavior Modification: A Tool for Enhancing Creative Behavior by John Glover and A. L. Gary.
8) Read Mainstreaming and Your Child by John Glover and A. L. Gary.
9) Look up specific examples in Behavior Modification by Albert Bandura. Identify a behavior you want to extinguish, and set up a behavior modification program for yourself.

OBJECTIVE 5.2

The professional counselor can demonstrate knowledge of the basic concepts of developmental psychology including the nature-nurture controversy, principles of development, and explanation of the various phases of physical, intellectual, social, personality, emotional, moral, and career development.

EVALUATION METHOD 5.2

The objective will be assessed by the completion of an objective test on the subject of the basic concepts of developmental psychology. The candidate must achieve mastery** as defined by the candidate's program committee.

LEARNING ACTIVITIES 5.2

Samples of suggested optional activities to assist candidates in their attainment of the objective include the following:

1) Read Child Development: The Emerging Self by Don C. Dinkmeyer.
2) Look up appropriate articles in professional journals in the library.
3) Work with pre-teens and adolescents in a volunteer capacity of some type. Listen to what they are saying.
4) Read "Unit VI: Adolescence and Youth" in Developmental Psychology Today.
5) Watch the film, "Alice, A High School Junior," which is available in the Psychology Department Office.

OBJECTIVE 5.3

The professional counselor can use sources of personal, social, and educational information.

EVALUATION METHOD 5.3

The counselor must demonstrate one source of personal, social, or educational information in front of a group. The candidate must achieve mastery* as defined by the candidate's program committee.

LEARNING ACTIVITIES 5.3

Samples of suggested optional activities to assist candidates in their attainment of the objective include the following:

1) Review the "List of Current Materials" and other LAP's of A Competency-Based Manual for Area VI: Vocational and Career Development of the Minimum Competency Requirements for Secondary School Counselors of the State of Tennessee by Michele B. Thomas and others. Examine the materials in the Teacher Education Curriculum Laboratory on the second floor of the School of Education. Select

one material to convey personal, social, or educational information. Demonstrate it in front of a group. If possible, video or audio tape the presentation in order to critique your own work.

2) Visit the audio-visual central library at Waverly Belmont School. Look through the many multi-media materials available there which are sources of personal, social, or educational growth.
3) Browse through catalogs of recent materials for sale. Think about making your own source of personal, social, or educational information. Such techniques as making your own filmstrips with "U" FILM or your own game about expressing feelings could be quite useful. There are many ideas for making materials in Learning: The Magazine for Creative Teaching.

OBJECTIVE 5.4

The professional counselor can assist in the development of programs of personal and social growth.

EVALUATION METHOD 5.4

The objective shall be assessed via a module written by the candidate with appropriate behavioral objectives (student outcomes) designed to develop personal or social growth in the students with whom the candidate plans to work. The candidate must achieve mastery* as defined by the candidate's program committee.

LEARNING ACTIVITIES 5.4

Samples of suggested optional activities to assist candidates in their attainment of the objective include the following:

1) Look at several formats for modules. A Competency-Based Manual for Area VI: Vocational and Career Development of the Minimum Competency Requirements for Secondary School Counselors of the State of Tennessee by Michele B. Thomas and others is written in modular format and is one example of a modular style to use. Another format is the Counselor Training Unit (CTU) format used by Joseph Dameron at North Texas State University. Still another format for a module is the one used in Chapter 4 of Toward Accountability: A Report on the Mesa Approach to Career Guidance, Counseling, and Placement. Modules entitled "Orientation," "Someone to Talk to," "Emotions," "Friends," and "Love" were developed by the Mesa Public Schools in Arizona. Select a possible format to use for your module.
2) Decide on the nature of the personal or social developmental concepts or processes you want to use.

Look up appropriate books and articles on the particular topic you have chosen.

3) Look at Gronlund's booklet on Stating Behavioral Objectives for Classroom Construction. Write your behavioral objectives in terms of student outcomes. Devise learning activities to assist the student step-by-step to attain the outcomes. Give the module to your program committee.

OBJECTIVE 5.5

The professional counselor can develop a program emphasizing the acquisition of decision-making skills and the clarification of values.

EVALUATION METHOD 5.5

The objective shall be assessed via a formally written paper. The candidate must achieve mastery* as defined by the candidate's program committee. The paper should include the following:

1) the purpose of the program;
2) the target population;
3) the various roles of personnel who will implement the program;
4) materials to be used in the program;
5) how the program will be evaluated.

LEARNING ACTIVITIES 5.5

Samples of suggested optional activities to assist candidates in their attainment of the objective include the following:

1) Read Becoming Aware of Values by Bert K. Simpson. It is a guidebook in the use of valuing process and contains techniques which have been used in hundreds of classrooms. Try some of the suggested activities with groups of students. Review the values games in the Teacher Education Curriculum Laboratory and use one with teenagers. These games are also discussed in Becoming Aware of Values.
2) Review Values and Teaching by Louis E. Raths, Merrill Harmin, and Sidney B. Simon. Try out such ideas as "Thought Sheets," "Weekly Reaction Sheets," the "Decision-Making Interview," and "Action Projects."
3) Look at Deciding and Decisions and Outcomes. Use some of these materials with students.
4) Try role play exercises such as those in the "Can of Squirms."
5) Read "Transfer of Decision-Making Skills Learned in a Counseling-Like Setting to Similar and Dissimilar Solutions" by John R. Evans and John J. Cody in Journal of Counseling Psychology (Volume 16, Number 5), "Counselor Actions that Facilitate Decision-Making" by Josiah S. Dilley in Personnel and Guidance Journal (Volume 44, Number 4),

"Decision-Making: A Conceptual Frame of Reference for Counseling" by H. B. Gelatt in Journal of Counseling Psychology (Volume 9, Number 3), and Career Education and the Technology of Career Development published by the American Institutes for Research.

OBJECTIVE 5.6

The professional counselor can assist in the development of programs for educational growth in such areas as study skills.

EVALUATION METHOD 5.6

The objective shall be assessed via a formally written plan. The candidate must achieve mastery* as defined by the candidate's program committee. The plan should include the following:

1) purpose of the program;
2) target population;
3) role and use of personnel in the program;
4) materials to be used;
5) how the materials will be used;
6) evaluation of the program.

LEARNING ACTIVITIES 5.6

Samples of suggested optional activities to assist candidates in their attainment of the objective include the following:

1) Read Preparing School Counselors in Educational Guidance published by the College Entrance Examination Board.
2) Look at the reading and study skills materials available in the Teacher Education Curriculum Laboratory on the second floor of the School of Education.
3) Talk with an instructor of Education 100 about the materials used in the course to develop reading competence and study skills. Ask to observe a class. Observe the class and make notes concerning the approach used.
4) Talk with the Director of the Student Counseling Center concerning the tutoring program and other programs to promote educational growth.
5) Read How to Study by Thomas F. Staton and other appropriate books on the topic. Write a plan for developing a program of educational growth in such areas as study skills for your school or a fictitious school.

AREA VI - VOCATIONAL AND CAREER DEVELOPMENT. The counselor can apply skill in developing and maintaining a self-directed career education information center; developing job descriptions from job analyses; assisting students in utilizing career clusters and career ladders; compiling and disseminating information on employment opportunities, job requirements and on public and private vocational, technical, apprenticeship, and academic training programs; developing and coordinating a job placement program; identifying, understanding, and relating to others with whom the counselor will work in industry, business, and community agencies; assisting in planning and implementing a developmental career education program, including pre-vocational programs.

OBJECTIVE 6.1

The professional counselor can demonstrate skill in developing and maintaining a self-directed career education information center.

EVALUATION METHOD 6.1

The objective shall be assessed by the completion of an objective test on the subject of developing and maintaining a self-directed career education information center. The candidate must achieve mastery** as defined by the candidate's program committee. The objective shall also be assessed by the candidate's use of at least one hardware or software material from a career center. The demonstration must be done in front of a group, and it should be either audio taped or video taped. The candidate must achieve mastery* as defined by the candidate's program committee. The objective shall also be assessed by the candidate's making and critiquing of an audio/video tape of the use of test results to encourage career information seeking behavior so that students will use the center. The candidate must achieve mastery* as defined by the candidate's program committee.

LEARNING ACTIVITIES 6.1

Samples of suggested optional activities to assist candidates in their attainment of the objective include the following:

1) Work through all the activities and reading material in Module 1.0 of A Competency-Based Manual for Area VI: Vocational and Career Development of the Minimum Competency Requirements for Secondary School Counselors of the State of Tennessee by Michele B. Thomas, Linda Meador, Leila Najem, Jacqueline Layman, Celia Fite, and Charles T. Baker, Jr.
2) Look at the current multi-media materials such as INFOE and the Keys: Career Exploration Program which are on display in the Teacher Education Curriculum Laboratory on the second floor of the School of Education. List as many diverse delivery systems as you can.

3) Read "Career Guidance Center" by Thomas J. Jacobson and design a plan for a center in a junior high school or comprehensive high school.
4) Read pages 474 and 376-377 of The Information Service in Guidance by Willa Norris and others. Write down criteria for displaying career materials.
5) Study the "List of Current Materials" in Learning Activity Package 1.4 of A Competency-Based Manual for Area VI: Vocational and Career Development of the Minimum Competency Requirements for Secondary School Counselors of the State of Tennessee and look over these materials in the Teacher Education Curriculum Laboratory on the second floor of the School of Education. A collection of catalogs is also available for ordering needed materials. Choose a hardware or software material to demonstrate and practice your demonstration.
6) Review The Self Directed Search, the Ohio Vocational Interest Survey, the Kuder E, the Differential Aptitude Test, the Career Maturity Inventory, and the Boxscore which are available in the Psychology Department Office on the third floor of the Education Building. Make an audio/video tape interview with a "student" using the results of some of these vocational guidance instruments to encourage career information seeking behavior.

OBJECTIVE 6.2

The professional counselor can demonstrate skill in developing job descriptions from job analyses.

EVALUATION METHOD 6.2

The objective shall be assessed by the completion of an objective test on the subject of developing job descriptions from job analyses. The candidate must achieve mastery** as defined by the candidate's program committee.

LEARNING ACTIVITIES 6.2

Samples of suggested optional activities to assist candidates in their attainment of the objective include the following:

1) Work through all the activities and reading materials in Module 2.0 of A Competency-Based Manual for Area VI: Vocational and Career Development of the Minimum Competency Requirements for Secondary School Counselors of the State of Tennessee by Michele B. Thomas, Linda Meador, Leila Najem, Jacqueline Layman, Celia Fite, and Charles T. Baker, Jr.
2) Study the Dictionary of Occupational Titles: Volumes I and II and Supplement. Look up the D.O.T. numbers and job titles of two occupations you have held in the past. Using Volume II of the D.O.T.,

construct a number for any occupation for which training is provided at your local comprehensive high school. Check your number against the actual D.O.T. number for the job. Explain what each digit means in the D.O.T. number.

3) Conduct an on-site job analysis and write a job description based on the analysis. Record the interview with the employee using interview questions from "Counselors Learn about the World of Work" by Darryl Laramore and Jack M. Thompson in the Vocational Guidance Quarterly of December, 1970. The tape can be used later as a resource in a career information center.
4) Write an expanded job description based on both the Dictionary of Occupational Titles and an on-site job analysis. Compare your job description from an on-site visit with your expanded job description.
5) Review Handbook for Analyzing Jobs published by the U. S. Department of Labor, Occupational Information by Robert Hoppock, and Working by Studs Terkel.

OBJECTIVE 6.3

The professional counselor can demonstrate skill in assisting students in utilizing career clusters and career ladders.

EVALUATION METHOD 6.3

The objective shall be assessed by the completion of an objective test on the subject of assisting students in using career clusters and career ladders. The candidate must achieve mastery** as defined by the candidate's program committee.

LEARNING ACTIVITIES 6.3

Samples of suggested optional activities to assist candidates in their attainment of the objective include the following:

1) Work through all the activities and reading material in Module 3.0 of A Competency-Based Manual for Area VI: Vocational and Career Development of the Minimum Competency Requirements for Secondary School Counselors of the State of Tennessee by Michele B. Thomas, Linda Meador, Leila Najem, Jacqueline Layman, Celia Fite, and Charles T. Baker, Jr.
2) Study "Cluster Descriptions and Occupations by Sub Cluster" found in The Cluster Game Directions. Play The Cluster Game in the Teacher Education Curriculum Laboratory on the second floor of the School of Education.
3) Scan chapters and examine charts at the end of each chapter of An Analysis of Fifteen Occupational Clusters identified by the U. S. Office of Education. Write a plan for using the U.S.O.E. career clusters for career exploration.

4) Review pages 5 and 6, "The Training, Other Qualifications and Advancement," of the Occupational Outlook Handbook to identify steps of a job ladder, i.e. unskilled, semi-skilled, skilled, technical, professional, with upward movement on the basis of training and experience. Draw and label a job ladder in one of the U.S.O.E. career clusters.
5) Read Part III of Career Education: Grades 7-12 which is a report published under the direction of Dorothy M. Pease, Coordinator of the Guidance Division of Nashville-Davidson County Metropolitan Schools, in conjunction with the Division of Instructional Services.
6) Look up appropriate articles in professional journals in the library.

OBJECTIVE 6.4

The professional counselor can compile and disseminate information about employment opportunities; job requirements and training programs in public and private vocational, technical, and academic institutions; and apprenticeship opportunities.

EVALUATION METHOD 6.4

The objective shall be assessed by the completion of an objective test on the subject of information about employment opportunities; job requirements and training programs in public and private vocational, technical, and academic institutions; and apprenticeship opportunities. The candidate must achieve mastery** as defined by the candidate's program committee. The objective shall also be assessed by the candidate's making and critiquing of an audio/video tape interview in which the counselor explains key ideas regarding vocational programs to be offered or expanded in a local school system under Bills 1091 and 1203 to a client. The candidate must achieve mastery* as defined by the candidate's program committee.

LEARNING ACTIVITIES 6.4

Samples of suggested optional activities to assist candidates in their attainment of the objective include the following:

1) Work through all the activities and readings in Module 4.0 of A Competency-Based Manual for Area VI: Vocational and Career Development of the Minimum Competency Requirements for Secondary School Counselors of the State of Tennessee by Michele B. Thomas, Linda Meador, Leila Najem, Jacqueline Layman, Celia Fite, and Charles T. Baker, Jr. In particular, study the "List of Sources of Career Materials" in Learning Activity Package 4.1. Look over various materials from these sources available in the Teacher Education Curriculum Laboratory.

2) Go to the library and look at the most recent issue of the Vocational Guidance Quarterly. Toward the back of the magazine, there is a section entitled "Current Career Literature." Study the types of publications and ratings appearing in that section to acquaint you with materials already rated. Evaluate samples of three different types of publications according to the National Vocational Guidance (NVGA) classification standards.
3) Read "General Principles Related to Filing" in Occupational Information by Max Baer and Roeber. Classify for filing purposes selected occupational materials using three different filing systems and compare the filing systems.
4) Examine your local telephone book or the community resources handbook for your local school system to compile sources of information concerning employment opportunities and job requirements. Contact representatives of these community resources to find out what services they offer. Contact the local Chamber of Commerce for a list of speakers and agencies who will provide programs on job opportunities and requirements.
5) Interview the director of an apprenticeship program in your area. Read the National Apprenticeship and Training Standards by the Associated Builders and Contractors, Inc. and the Student Handbook by the Tennessee Chapter Associated Builders and Contractors, Inc. State the general procedures to follow from application to acceptance in an apprenticeship program.
6) Contact a school in your area which has a comprehensive vocational education program and ask for their handbook explaining the programs which are being offered. Arrange a tour of the facilities. One example of a handbook is Career Education at McGavock High School.
7) Review Tennessee Area Vocational-Technical Schools: General Catalog. Under "Courses of Study Offered by Schools," find the area school nearest you and review the courses of study being offered. Arrange a tour of the facilities. Also, review Synopsis of State Area Vocational-Technical School Programs: A Counselor's Guide.
8) Review the Nashville State Technical Institute 1974-75 Catalog and visit the facilities.
9) Review catalogs from state community colleges and universities. If possible, visit Volunteer State Community College, Columbia State Community College, or Motlow State Community College which are in the Mid-Cumberland District.
10) Review the Handbook on Training Facilities published by the Tennessee Department of Employment Security.

11) Review the Directory of Public and Private Post-secondary Schools: Vocational Educational Programs in Tennessee.
12) View the INFOE decks in the Teacher-Education Curriculum Laboratory.
13) Visit the Placement Center in the Student Union and talk with the Director of Placement about training programs.
14) Review Vocational Education in Tennessee Secondary Programs: A Handbook for Principals, Counselors, and other Educators.
15) Talk with a counselor at McGavock Comprehensive High School and ask what offerings are available. Ask about what additional vocational education courses will be available in local systems because of Bills 1091 and 1203.
16) Make an audio/video tape explaining what comprehensive vocational education programs are available to a counselee. Take care to be objective in advising the counselee of total offerings rather than stereotyping certain course offerings as being available only to males or only to females.

OBJECTIVE 6.5

The professional counselor can demonstrate skills needed in developing and coordinating a job placement program.

EVALUATION METHOD 6.5

The objective shall be assessed by the completion of an objective test on the subject of developing and coordinating a job placement program. The candidate must achieve mastery** as defined by the candidate's program committee.

LEARNING ACTIVITIES 6.5

Samples of suggested optional activities to assist candidates in their attainment of the objective include the following:

1) Work through all the activities and readings in Module 5.0 of A Competency-Based Manual for Area VI: Vocational and Career Development of the Minimum Competency Requirements for Secondary School Counselors of the State of Tennessee by Michele B. Thomas, Linda Meador, Leila Najem, Jacqueline Layman, Celia Fite, and Charles T. Baker, Jr.
2) Talk with the Director of Placement and visit the campus Placement Center. Ask how the placement program is organized and how it was started. Look at the materials which are published by the Placement Center to find out which companies interview prospective employees during the school year. Talk about trends in employment opportunities in different fields. Ask about any innovative programs

used by the Placement Center to counsel community high school students concerning career options of which they are not aware. Ask about components of the program which might include job acquisition skills.

3) Read the booklet Guide for Establishing a System-Wide Job Placement Program by Walter E. McMillan, Job Placement Coordinator for the Knox County Schools.
4) Review OS 10: Identifying and Securing Job Placements from the Teacher Education Modules of the Florida Department of Education.
5) Contact the personnel manager of a local industry. Conduct a taped interview on job opportunities at the industry and trends for the future. The tape can be placed in the library as a source of career information. Reviewing pages 273-285 of Occupational Information by Robert Hoppock should be helpful in formulating questions to ask and items to consider.
6) Read "Job Acquisition Skills" in The Art of Developing a Career by Robert Carkhuff and Ted Friel. Review So You Want a Job: Student Handbook by Walter McMillan and How to Make a Buck[[edited by the Florida View Center. Talk with the Supervisor of Home Economics in the Tennessee Department of Education concerning curricular units on job acquisition skills and ask her how such materials can be integrated into a school program if they are not already included.
7) Read the pamphlet, Guide to Child Labor Provisions of the Fair Labor Standards Act, by the U. S. Department of Labor. Read the pamphlet Child Labor Laws, Rules and Regulations by the Department of Labor, State of Tennessee. Talk with a staff attorney from the Tennessee Department of Labor concerning child labor laws. Write down and study the legal ramifications of student placement in given jobs and the sources of such legal information.
8) Read Values and Teaching by Louis Raths and others. Practice generating alternatives and discussing the consequences of alternative solutions. Identify a job choice problem, the value conflicts involved in the problem, and decision-making skills for resolving it.
9) Read OS 11: Follow-Up of Job Placements by Ida Zucca and others from the Individualized Teacher Education Modules of the Florida Department of Education. Read "Follow-Up Studies" from The Information Service in Guidance by Willa Norris and others. Identify objectives of a job placement follow-up study and methods of conducting such a study.
10) Read and study Chapter 10 of Counseling for Career Development by E. L. Tolbert and perform the laboratory experiences.

OBJECTIVE 6.6

The professional counselor can demonstrate skill in identifying, understanding, and relating to others with whom the counselor shall work in industry, business, school, and community agencies.

EVALUATION METHOD 6.6

The objective shall be assessed by the completion of an objective test on the subject of identifying, understanding, and relating to others with whom the counselor will work in industry, business, school, and community agencies. The candidate must achieve mastery** as defined by the candidate's program committee.

LEARNING ACTIVITIES 6.6

Samples of suggested optional activities to assist candidates in their attainment of the objective include the following:

1) Work through all the activities and readings in Module 6.0 of A Competency-Based Manual for Area VI: Vocational and Career Development of the Minimum Competency Requirements for Secondary School Counselors of the State of Tennessee by Michele B. Thomas, Linda Meador, Leila Najem, Jacqueline Layman, Celia Fite, and Charles T. Baker, Jr.
2) Review The Directory of Community Services published by The Council of Community Services in Nashville. List fifteen names and titles of personnel in the community who are associated with training, referral, and job placement. Study pages 136-154 of Counseling for Career Development by E. L. Tolbert and perform the laboratory experiences.
3) Study The Advisory Committee and Vocational Education by the American Vocational Association. Write one paragraph about each of three functions of advisory committees in vocational-technical education. Talk with a local director of vocational education or a dean of instruction from a community junior college and ask to observe an advisory committee meeting. Attend the meeting and note the role which the committee plays.
4) Read pages 17-20 of the booklet, Guide for Establishing a System-Wide Job Placement Program, by Walter E. McMillan, Job Placement Coordinator for the Knox County Schools. Review Human Relations Development: A Manual for Educators by George M. Gazda and others.

OBJECTIVE 6.7

The professional counselor can demonstrate skill in assisting in planning and implementing a developmental career education program, including pre-vocational programs.

EVALUATION METHOD 6.7

The objective shall be assessed by the completion of an objective test on the subject of assisting in planning and implementing a developmental career education program, including pre-vocational programs.

LEARNING ACTIVITIES 6.7

Samples of suggested optional activities to assist candidates in their attainment of the objective include the following:

1) Work through all the activities and readings in Module 7.0 of A Competency-Based Manual for Area VI: Vocational and Career Development of the Minimum Competency Requirements for Secondary School Counselors of the State of Tennessee by Michele B. Thomas, Linda Meador, Leila Najem, Jacqueline Layman, Celia Fite, and Charles T. Baker, Jr.
2) Read A Look at Career Education in Tennessee by the Tennessee Department of Education. Read Career Education: A Handbook for Implementation by Sidney Marland or listen to a cassette tape of it available in the Teacher Education Curriculum Laboratory. Read Career Education: Grades 7-12 which is a report published under the direction of Dorothy M. Pease, Coordinator of the Guidance Division of Nashville-Davidson County Metropolitan Schools, in conjunction with the Division of Instructional Services. Write two definitions of career education, including at least three major characteristics in each.
3) Read materials from Project SPAN of the Memphis City Schools which can be obtained by writing Mr. James Hugueley. Read OS 12: Career Education by Elizabeth Cunningham. Talk with a local director of vocational education or assistant superintendent for instruction about the career education model being used in the system including the scope, content, and sequence of the program. Identify three basic models; ten supportive components; the scope, the content, and the sequential organization of a typical career education program.
4) Read pages 57-83 of Career Guidance Practices in School and Community by L. S. Hansen and review other learning activities for this objective. Talk with Roger Brown or other personnel of the School Program Advancing Career Education (SPACE) of the Greenville City and Greene County Schools, and review the handbook developed by the project. List at least six of the necessary steps in the planning and implementation of a developmental career education program.
5) Read OS 13: Development of a Career Education Lesson Plan from the Florida Department of Education. Review Hands On Career Orientation: Grades 7-9. Read Chapter 10 and Chapter 11 of Career Education: New Approaches to Human Development by Larry J. Bailey

and Ronald Stadt. Write a career education lesson plan appropriate to the developmental stages of students at the grade level at which you plan to work, complete with goals, behavioral objectives, activities, and evaluation.

AREA VII - RESEARCH. The counselor will apply skill in conducting and in using research.

OBJECTIVE 7.1

The professional counselor can demonstrate a knowledge of scientific methodology as it applies to educational research.

EVALUATION METHOD 7.1

The objective shall be assessed by the completion of an objective test on the subject of scientific methodology. The candidate must achieve mastery** as defined by the candidate's program committee.

LEARNING ACTIVITIES 7.1

Samples of suggested optional activities to assist candidates in their attainment of the objective include the following:

1) Read and study Chapter 1 of Research in Education by John W. Best.
2) Read Chapter 1 of Science and Behavior: An Introduction to Methods of Research by John M. Neale and Robert M. Liebert.
3) Read Chapter 1 of Introduction to Psychological Research: Logic, Design, Analysis by Richard G. Lathrop.
4) Go to the library and locate four research articles. For each article, identify the research problem and the research hypothesis.
5) Work out two detailed examples of inductive reasoning: one that is sound, and one that is faulty, indicating the nature of the fallacy.
6) List five problems and describe in detail the specific steps necessary for the solution of these problems using scientific methodology.

OBJECTIVE 7.2

The professional counselor can demonstrate the ability to use diverse reference materials in the library.

EVALUATION METHOD 7.2

The objective shall be assessed by the completion of an objective test on the subject of utilization of library reference materials. The candidate must achieve mastery** as defined by the candidate's program committee.

LEARNING ACTIVITIES 7.2

Samples of suggested optional activities to assist candidates in their attainment of the objective include the following:

1) Read and study Chapter 3 of Research in Education by John W. Best.

2) Take a tour of the campus library. Locate and peruse the following sources: Education Index, Psychological Abstracts, Sociological Abstracts, The World Year Book of Education, Review of Educational Research, and the Sixth Mental Measurement Yearbook.
3) Go to the Teacher Education Curriculum Laboratory on the second floor of the School of Education. Talk with the librarian about the diverse reference materials available especially for educational personnel.
4) Go to the campus library and find the most appropriate source of the following information: name of the author and title of a dissertation in guidance and counseling written at The Ohio State University in 1970, a study on the career development of developmentally disabled adolescents, an article about classroom discipline, address of the Ford Foundation, number of secondary school counselors in the United States, certification requirements for counselors in Florida, name of the superintendent of schools in Atlanta, name of a principal in Greenville, definition of the word "counseling," and name of the president of the American Personnel and Guidance Association.

OBJECTIVE 7.3

The professional counselor can use and construct the tools of research, such as questionnaires, rating scales, surveys, and interviews.

EVALUATION METHOD 7.3

The objective shall be assessed by the candidate's submission of a questionnaire/survey, a rating scale, and an interview schedule. The candidate must achieve mastery* as defined by the candidate's program committee.

LEARNING ACTIVITIES 7.3

Samples of suggested optional activities to assist candidates in their attainment of the objective include the following:

1) Read and study Science and Behavior: An Introduction to Methods of Research by John M. Neale and Robert M. Liebert.
2) Read Unobtrusive Measures: Nonreactive Research in the Social Sciences by Eugene J. Webb, Donald J. Campbell, Richard D. Schwartz, and Lee Sechrest.
3) Develop a research tool that could be used to determine accountability for the guidance program.
4) Read and study Chapter 7 of Research in Education by John W. Best.
5) Construct a questionnaire to sample student opinions about various issues such as the roles of women and

men in modern society. With appropriate permissions, administer the questionnaire and tabulate the results. Construct an interview schedule concerning the same issues and use it. Compare the use of the research tools and the results.

6) Read "The Opinion Survey as a Research Technique" and other appropriate articles in Research Guidelines for High School Counselors compiled by the Association for Counselor Education and Supervision and published by the College Entrance Examination Board.
7) Read Research and the School Counselor by Stanley H. Cramer, Edwin L. Herr, Charles N. Morris, and Thomas Frantz.

OBJECTIVE 7.4

The professional counselor can demonstrate a knowledge of the principles of research design and interpretation.

EVALUATION METHOD 7.4

The objective shall be assessed by the completion of an objective test on the subject of research designs and the interpretation of their use in existing research. The candidate must achieve mastery** as defined by the candidate's program committee.

LEARNING ACTIVITIES 7.4

Samples of suggested optional activities to assist candidates in their attainment of the objective include the following:

1) Read and study Chapter 4, Chapter 5, and Chapter 6 of Research in Education by John W. Best.
2) Read the chapters on research design in Research Methods in Social Relations by Claire Selltiz, Marie Jahoda, Morton Deutsch, and Stuart W. Cook.
3) Read and study Science and Behavior: An Introduction to Methods of Research by John M. Neale and Robert M. Liebert.
4) Go to the library and locate three research articles in The Counseling Psychologist. For each article, identify the research design used and critique whether or not it was used properly.
5) Develop a research design to investigate job choice and job satisfaction of former students.
6) Develop a research design for a follow-up program to identify trends in the school and community in order to effect needed curriculum improvement.

OBJECTIVE 7.5

The professional counselor can demonstrate a knowledge of how to generate, organize, and report research (including historical, descriptive, and experimental approaches).

EVALUATION METHOD 7.5

The candidate shall submit three formal typewritten proposals: one using the historical approach, one using the descriptive approach, and one using the experimental approach. The candidate must achieve mastery* as defined by the candidate's program committee. The proposals should include the following:

1) a statement of the research problem;
2) a review of the literature and the rationale leading to the research hypothesis, if there is one;
3) the proposed methodology;
4) the proposed data analysis;
5) implications of possible findings;
6) a reference section.

The proposals should be written according to the Publication Manual of the American Psychological Association or to Form and Style in Thesis Writing by William G. Campbell.

LEARNING ACTIVITIES 7.5

Samples of suggested optional activities to assist candidates in their attainment of the objective include the following:

1) Read and review Chapter 4, Chapter 5, Chapter 6, and Chapter 11 of Research in Education by John W. Best.
2) Read Science and Behavior: An Introduction to Methods of Research by John M. Neale and Robert M. Liebert.
3) Go to the library and read three reports of original research using the historical approach; three using the descriptive approach; and, three using the experimental approach.
4) Read, review, and possibly purchase both the Publication Manual of the American Psychological Association and Form and Style in Thesis Writing by William G. Campbell.
5) Develop a research proposal that involves the application of action research concerning school activities to provide feedback on selected programs.

OBJECTIVE 7.6

The professional counselor can demonstrate a knowledge of the procedures and correct application of basic statistical techniques.

EVALUATION METHOD 7.6

The objective shall be assessed by the completion of an objective test on the subject of basic statistical techniques. The candidate must achieve mastery** as defined by the candidate's program committee.

LEARNING ACTIVITIES 7.6

Samples of suggested optional activities to assist candidates in their attainment of the objective include the following:

1) Read and study Simplified Statistics by Robert H. Koenker.
2) Read and study Chapter 4, Chapter 5, Chapter 10, Chapter 12, and Chapter 13 of Introduction to Psychological Research by Richard G. Lathrop.
3) Read and study Chapter 8, Chapter 9, and Chapter 10 in Research in Education by John W. Best.
4) Go to the campus library or to the Teacher Education Curriculum Laboratory on the second floor of the School of Education. Find at least one research article on counseling which uses the chi-square test, coefficient of correlation, and the critical ratio test. State why each statistical approach was used and whether or not it was used effectively.
5) Locate several test manuals in the Psychology Department Office. Look up the validity coefficients and the reliability coefficients of the tests in the manuals and state what they mean. Look up how the test results are reported and explain the statistical meaning of the scores.

AREA VIII - ADMINISTRATION. The counselor can apply skill in utilizing the results of research in developing a comprehensive guidance program; communicating guidance needs, programs, and goals to the total community; implementing the program, involving the total community; evaluating the extent to which the goals of the program have been met and for making appropriate changes.

OBJECTIVE 8.1

The professional counselor can demonstrate a knowledge of pupil personnel services relative to the function and coordination of services in systems of education.

EVALUATION METHOD 8.1

The objective shall be assessed by the completion of an objective test on the subject of pupil personnel services. The candidate must achieve mastery** as defined by the candidate's program committee.

LEARNING ACTIVITIES 8.1

Samples of suggested optional activities to assist candidates in their attainment of the objective include the following:

1) Read the section on pupil personnel services in Rules, Regulations, and Minimum Standards of the Tennessee State Board of Education for the current year.
2) Read Guidance Personnel and Other Professionals by Richard C. Diedrich.
3) Read Organization and Administration of Pupil Personnel Services by John W. Joyner.
4) Survey Pupil Personnel Services: Selected Readings by Glenn A. Saltzman and Herman J. Peters.
5) Read Part 3 of Pupil Personnel Services in Schools: Organization and Coordination by Dean L. Hummel and S. J. Bonham, Jr.
6) Request information on pupil personnel services from state departments of education.

OBJECTIVE 8.2

The professional counselor can demonstrate skill in utilizing the results of research in developing a comprehensive and balanced guidance program.

EVALUATION METHOD 8.2

The objective shall be assessed via a formally written paper. The candidate must achieve mastery* as defined by the candidate's program committee. The paper should include the following:

1) a description of the group upon whom the needs assessment was performed;
2) a description of how the needs assessment instruments were constructed;

3) a description of how the needs assessment was conducted;
4) results of the needs assessment;
5) copies of the needs assessment instruments;
6) a description of how these needs can be met in a guidance program.

LEARNING ACTIVITIES 8.2

Samples of suggested optional activities to assist candidates in their attainment of the objective include the following:

1) Administer the Missouri Student Needs Survey to yourself including the Employers Section, Teacher Section, Parents Section, and Student Section.
2) Review Appendix A of Accountability in Guidance Services: A Guide for the Development of a Competency-Based Outcome-Stated Guidance Plan by the Division of Guidance Services of the Texas Education Agency in Austin, Texas, which contains sample needs assessment instruments.
3) Read the content of and review Appendix A of Guidance Programs by Dorothy E. Johnson, which contains sample inventories for use in assessment of needs.
4) Interview counselors from two guidance programs concerning the processes they used to obtain data upon which to build or modify their programs.

OBJECTIVE 8.3

The professional counselor can demonstrate skill in organizing a guidance program at the secondary level.

EVALUATION METHOD 8.3

The objective shall be assessed via a formally written plan for a real or fictitious school at the secondary level. The candidate must achieve mastery* as defined by the candidate's program committee. The plan should include the following:

1) definition of and rationale for the guidance program;
2) philosophy of the guidance program;
3) description of the community;
4) processes used to involve the total community;
5) membership and structure of committees;
6) needs assessment;
7) functions of the program;
8) goal statements and student outcomes;
9) staffing patterns and recommended time allocations;
10) guidance center;
11) evaluation.

LEARNING ACTIVITIES 8.3

Samples of suggested optional activities to assist candidates in their attainment of the objective include the following:

1) Read Career Guidance, Counseling and Placement: Elements of an Illustrative Program Guide edited by Norman C. Gysbers and Earl J. Moore.
2) Read Establishing Guidance Programs in Secondary Schools by Anthony C. Riccio and Joseph J. Quaranta.
3) Read "The Logics of Planning Career Guidance, Counseling, Placement, and Follow-Up Programs" by G. Brian Jones, Jurgen M. Wolff, Charles W. Dayton, and Carolyn B. Helliwell in Impact (Volume 3, Number 3-4).
4) Read Accountability in Guidance Services: A Guide for the Development of a Competency-Based Outcome-Stated Guidance Plan published by the Division of Guidance Services of the Texas Education Agency in Austin, Texas.
5) Read A Behaviorally Stated Competency-Based Guidance Program published by the Andrews Independent School System in Andrews, Texas.

OBJECTIVE 8.4

The professional counselor can demonstrate skill in communicating (to the total community) guidance goals, programs, and needs with their relationship to student needs.

EVALUATION METHOD 8.4

Orally either in person or on video/audio tape, the candidate will role play the communication of guidance goals, programs, and needs with their relationship to student needs. The candidate must achieve mastery as defined by the candidate's program committee.

LEARNING ACTIVITIES 8.4

Samples of suggested optional activities to assist candidates in their attainment of the objective include the following:

1) Read Interpreting Guidance Programs to the Public by Herman Peters.
2) Read Interpreting Guidance Programs to School Personnel by Edward Roeber.
3) Read Interpreting Guidance Programs to Pupils by George O. McClary.
4) Read Chapter 9, Chapter 10, and Chapter 11 of Writing and Selling Feature Articles by Helen M. Patterson.

OBJECTIVE 8.5

The professional counselor can demonstrate skills in implementing the guidance program involving the total community.

EVALUATION METHOD 8.5

The objective shall be assessed by the completion of an

objective test on the subject of the implementation of guidance programs involving the total community. The candidate must achieve mastery** as defined by the candidate's program committee.

LEARNING ACTIVITIES 8.5

Samples of suggested optional activities to assist candidates in their attainment of the objective include the following:

1) Read Expanding and Modifying Guidance Programs by Dorothy E. Johnson. Read and study Part 2 and Part 3 of Administration of Guidance Services by Raymond N. Hatch and Buford Stefflre.
2) Visit the Nashville Area Vocational Technical School. Talk with a counselor and a related teacher about how the guidance program was organized and implemented.
3) Read Career Guidance, Counseling and Placement: Elements of an Illustrative Program Guide edited by Norman C. Gysbers and Earl J. Moore.
4) Read Part 5 of Toward Accountability: A Report on the Mesa Approach to Career Guidance, Counseling, and Placement.

OBJECTIVE 8.6

The professional counselor can demonstrate skill in evaluating the extent to which the goals of the guidance program have been met and for making appropriate changes.

EVALUATION METHOD 8.6

The objective shall be assessed via a formally written paper. The candidate must achieve mastery* as defined by the candidate's program committee. The paper should include the following:

1) a description of the guidance program;
2) a description of the evaluation process;
3) copies of evaluation instruments;
4) results of the evaluation;
5) a description of how the results of the evaluation will be used to modify the program.

LEARNING ACTIVITIES 8.6

Samples of suggested optional activities to assist candidates in their attainment of the objective include the following:

1) Read Part 6 of Toward Accountability: A Report on the Mesa Approach to Career Guidance, Counseling, and Placement.
2) Read Accountability in Guidance Services: A Guide for the Development of a Competency-Based Outcome-Stated Guidance Plan by the Division of Guidance Services of the Texas Education Agency in Austin, Texas.

3) Interview counselors from two different guidance programs to determine the goals of their programs and their methods of evaluating these goals.
4) Request information on evaluating guidance programs from state departments of education. Materials can usually be obtained through the Director of Pupil Personnel Services or the Division of Guidance Services.
5) Read Evaluating Pupil Personnel Programs by Robert W. O'Hare and Barbara Lasser.
6) Read Chapter 12 of Career Education: New Approaches to Human Development, which focuses on implementing change in education.
7) Read "Counselor or Change Agent: Support for the Profession" by Stanley B. Baker and Stanley H. Cramer in the Personnel and Guidance Journal (Volume 50, Number 8) and "School Counselor Attitudes on a Status Quo-Change Agent Measurement Scale" by Stanley B. Baker and James C. Hansen in The School Counselor (Volume 19, Number 4).

AREA IX - CONSULTATION. The counselor can apply skill in consulting with members of the total community in developing plans to promote successful learning and adjustment.

OBJECTIVE 9.1

The professional counselor can demonstrate an understanding of the basic concepts and principles of consultation.

EVALUATION METHOD 9.1

The objective will be assessed by the completion of an objective test on the subject of the basic concepts and principles of consultation. The candidate must achieve mastery** as defined by the candidate's program committee.

LEARNING ACTIVITIES 9.1

Samples of suggested optional activities to assist candidates in their attainment of the objective include the following:

1) Read and study Chapter 4 of The Theory and Practice of Mental Health Consultation by Gerald Caplan.
2) Read and study pages 209-213 in Counseling for Career Development by E. L. Tolbert.
3) The consultative role of the counselor using a "case group" in-service process is explained in "Case Groups: An In-Service Education Technique" by Milton Foreman and others in the Personnel and Guidance Journal (Volume 46, Number 4) and in "Affecting the Learning Climate through 'C' Groups with Teachers" by Donald Dinkmeyer and Mike Arciniega in The School Counselor (Volume 19, Number 4).
4) The counselor as an occupational information consultant is discussed in "The Occupational Information Consultant: A New Profession?" by Robert Hoppock and Bernard Novick in Personnel and Guidance Journal (Volume 49, Number 7).
5) Other books or articles which elaborate on the consultative role of the counselor include The School Counselor-Consultant by Daniel Fullmer and Harold Bernard, Guidance and the Emerging Adolescent by Philip A. Perrone and others, A Strategy for Guidance by Edward Roeber and others, Foundations of Developmental Guidance by Harold L. Munson, and "The School Counselor as a Human Relations Consultant" by James J. Pancrazio in The School Counselor (Volume 19, Number 2).
6) Look up and review "A Community Participation Analysis of Emotional Disturbance," by William C. Rhodes in Exceptional Children (January, 1970).
7) Read and study "Concerning the Nature of Human Systems and the Consultants' Role" by Charles K. Ferguson in the Journal of Applied Behavioral Science (April-June, 1968).

OBJECTIVE 9.2

The professional counselor can demonstrate a knowledge of and be able to apply selected consultative models and approaches.

EVALUATION METHOD 9.2

The objective shall be assessed by observation of a role play application of at least two consultative approaches given a hypothetical setting and situation. The role play may be video taped, audio taped, or demonstrated in person as specified by the candidate's program committee. The candidate must achieve mastery* as defined by the candidate's program committee.

LEARNING ACTIVITIES 9.2

Samples of suggested optional activities to assist candidates in their attainment of the objective include the following:

1) Read and review all activities for Objective 9.1.
2) Practice role playing situations such as "What to Tell Whom" from Critical Incidents in School Counseling edited by Vincent F. Calia and Raymond J. Corsini.
3) Talk with a counselor and ask for real-life situations in which the counselor has acted as a consultant to a teacher on handling behavior problems, on career development, on emotional concerns of students, on values clarification, on study skills, on publicizing student characteristics and the guidance program, or on other concerns. Discuss alternative approaches to handling the situations presented and why some alternatives may have more desirable consequences than others.
4) Read Role Playing, Reward, and Attitude Change: An Enduring Problem in Psychology edited by Alan C. Elms.

OBJECTIVE 9.3

The professional counselor can apply skill in consulting with parents to aid them in understanding their children's personal, social, academic, and career development.

EVALUATION METHOD 9.3

Given a critical incident, orally either in person or on video/audio tape, the candidate shall role play the counselor in a parent-counselor conference. The candidate must achieve mastery* as defined by the candidate's program committee.

LEARNING ACTIVITIES 9.3

Samples of suggested optional activities to assist candidates in their attainment of the objective include the following:

1) Practice role playing situations such as "The Counselor Succumbs," "Kinde, Kirche, Kuche," "The Counselor Cops Out," and "The Antipathetic Boy" from Critical Incidents in School Counseling edited by Vincent F. Calia and Raymond J. Corsini.
2) Listen to the recording, "Counseling with Parents," which is available in the Psychology Department Office.
3) Review Parents and the Counselor by Ralph Berdie and others, and The Parent's Role in Career Development by Dale L. Knapp and James H. Bedford. Read "Parental Action on Counselor's Suggestions" by Raymond J. Henjum and others in Vocational Guidance Quarterly (Volume 18, Number 1), "Involving Parents in Group Counseling with Junior High Underachievers" by Blanche Heller and David Gurney in The School Counselor (Volume 15, Number 5), "The Effectiveness of Parent-Counselor Conferences" by John C. Jessell and John W. M. Rothney in Personnel and Guidance Journal (Volume 44, Number 2), "Thinking about Group Counseling for Parents?" by Patricia B. Mallars in The School Counselor (Volume 15, Number 5), and "Parents: The Neglected Party in Pre-College Counseling" by Eugene Brakel in The School Counselor (Volume 16, Number 3).
4) Review and study Yesterday's Children by Philip E. Kraus, How to Parent by Fitzhugh Dodson, Child Development: The Emerging Self by Donald Dinkmeyer, Unit VI of Developmental Psychology Today, and other sources of developmental expertise to aid parents in understanding their adolescents. Make notes of examples and ideas which might be useful.

OBJECTIVE 9.4

The professional counselor can work closely with teachers (both vocational and academic) and demonstrate various techniques to them which will help them to carry out the overall guidance objectives of the entire school.

EVALUATION METHOD 9.4

The objective shall be assessed by a formally written plan for an in-service program. The candidate must achieve mastery* as defined by the candidate's program committee. The plan should include the following:

1) content which relates to the guidance program or one of its functions;
2) explanation of purpose (objectives and outcomes);
3) cognitive presentation;
4) use of an experiential approach;
5) means of evaluation of the in-service activity.

LEARNING ACTIVITIES 9.4

Samples of suggested optional activities to assist candidates in their attainment of the objective include the following:

1) Make a transparency summarizing student characteristics as obtained through follow-up studies, ACT results including student needs as well as career plans, and surveys. Indicate implications for teaching and for the guidance program.
2) Read Teachers and Counselors Work Together published by the American Personnel and Guidance Association and The Teacher's Role in Career Development by W. Wesley Tennyson and others. Review the "List of Current Materials" and other LAP's in A Competency-Based Manual for Area VI: Vocational and Career Development of the Minimum Competency Requirements for Secondary School Counselors of the State of Tennessee by Michele B. Thomas and others
3) Review TAD (Toward Affective Development), a new program of 191 activity lessons for personal-social-emotional growth, DUSO (Developing Understanding of Self and Others), and other materials in the Teacher Education Curriculum Laboratory on the second floor of the School of Education.
4) Review Gronlund's booklet Stating Behavioral Objectives for Classroom Instruction. Write a plan for an in-service program using behavioral objectives in terms of outcomes.

OBJECTIVE 9.5

The professional counselor can apply skill in consulting with faculty and administration in curriculum planning.

EVALUATION METHOD 9.5

The objective shall be assessed via a written critique of consultative curriculum practices as reported in a professional journal article. The candidate must achieve mastery* as defined by the candidate's program committee. The critique should include the following:

1) summary (in the candidate's own words) of the content and major ideas of the article;
2) a judgment as to whether or not the consultative processes discussed were appropriate, with accompanying rationale and documentation;
3) a judgment of the content of the article focusing on originality, logical reasoning, freedom from bias, familiarity with the problem, analytical strength, and whether or not the conclusions reached were justified by the evidence presented.

LEARNING ACTIVITIES 9.5

Samples of suggested optional activities to assist candidates in their attainment of the objective include the following:

1) Read and study thoroughly Chapter 10, Chapter 11, and Chapter 12 of Career Education: New Approaches to Human Development.
2) Read and study pages 214-225 in Counseling for Career Development by E. L. Tolbert. Perform the suggested laboratory experiences on page 224.
3) Review The Valuing Approach to Career Education available in the Teacher Education Curriculum Laboratory on the second floor of the School of Education. It was developed in The FAIS (Fusion of Applied and Intellectual Skills) Program of P. K. Yonge Laboratory School, University of Florida, and is an example of a major curriculum revision to promote career development. Also try out selected materials from the Career Survival Skills Kit and Volumes I, II, and III of Career Education Program.
4) Go to the library and look up articles on the counselor's consultative role in curriculum planning. Practice evaluating the articles according to the criteria. Select one article to evaluate in writing.
5) Review the guidance modules developed by the Mesa Public Schools in Arizona. For the junior high level, they include: "Orientation," "Someone to Talk to," "Emotions," "Friends," and "Love." "English and Careers" has been piloted at the senior high level.
6) Read "Counselor Participation in Curriculum Development" by R. Francis Smith in The Guidance Clinic.
7) Read "A Model for Career Development through Curriculum" in the Personnel and Guidance Journal (December, 1972).

OBJECTIVE 9.6

The professional counselor can apply skill in consulting with the school staff in case conferences.

EVALUATION METHOD 9.6

The objective shall be assessed via a role play of a case conference given a perplexing student dilemma faced by teachers, psychologists, parents, administrators, students, and counselors. The candidate must achieve mastery* as defined by the candidate's program committee.

LEARNING ACTIVITIES 9.6

Samples of suggested optional activities to assist candidates in their attainment of the objective include the following:

1) Practice role playing by role playing the case conference situation, "The Case of the Phony Genius," from Critical Incidents in School Counseling edited

by Vincent F. Calia and Raymond J. Corsini.
2) Look up appropriate articles in professional journals on the topic.
3) Talk with a director of pupil personnel services and ask to observe a staffing. Attend the staffing and talk with the counselor and other professionals involved after it is over, if possible.
4) Read Role Playing, Reward, and Attitude Change: An Enduring Problem in Psychology edited by Alan C. Elms.

OBJECTIVE 9.7

The professional counselor can demonstrate skill in consulting with other specialists in the school system and the community in planning referral systems.

EVALUATION METHOD 9.7

The objective shall be assessed via a written referral flow chart that effectively utilizes all professional resources within the school system and appropriate sources outside the school system. The candidate must achieve mastery* as defined by the candidate's program committee.

LEARNING ACTIVITIES 9.7

Samples of suggested optional activities to assist candidates in their attainment of the objective include the following:

1) Review Module 6.0 in A Competency-Based Manual for Area VI of the Minimum Competency Requirements for Secondary School Counselors of the State of Tennessee.
2) Look up appropriate material in The Theory and Practice of Mental Health Consultation by Gerald Caplan.
3) Talk with contacts in various community agencies about services they offer students and their respective eligibility requirements. Compile a personal list or directory of community contacts to whom students can be referred according to the type of need.
4) With at least two different principals, discuss possible components for a referral system containing both in-school and community personnel.
5) Go to the library and look up referral flow charts in appropriate professional journals.

OBJECTIVE 9.8

The professional counselor can work closely with teachers and administrators in organizing and implementing the developmental career education concept.

EVALUATION METHOD 9.8

The objective shall be assessed by a written plan for the implementation of the developmental career education concept.

The candidate must achieve mastery* as defined by the candidate's committee. The plan should include the following:

1) definition and rationale for career education;
2) scope and concepts;
3) roles of the counselor, teacher, principal, parent, community person in implementation of the career education concept;
4) processes to insure participation of the total community;
5) recommended objectives and activities for implementation of the developmental career education concept in grades seven through twelve;
6) the use of career clusters and career ladders.

LEARNING ACTIVITIES 9.8

Samples of suggested optional activities to assist candidates in their attainment of the objective include the following:

1) Read Career Education: New Approaches to Human Development by Larry J. Bailey and Ronald W. Stadt.
2) Read Career Education, Grades 7-12, which is a report published under the direction of Dorothy M. Pease, Coordinator of the Guidance Division of Nashville-Davidson County Metropolitan Public Schools.
3) Play the Career Cluster Game available in the Teacher Education Curriculum Laboratory.
4) Review A Competency-Based Manual for Area VI: Vocational and Career Development of the Minimum Competency Requirements for Secondary School Counselors of the State of Tennessee.
5) Review Career Guidance, Counseling and Placement: Elements of an Illustrative Program Guide edited by Norman C. Gysbers and Earl J. Moore.
6) Review The Valuing Approach to Career Education: Facilitator's Guide for Set Three.
7) Read Career Development: A California Model for Career Guidance Curriculum K-Adult by the California Personnel and Guidance Association.
8) Read Career Education: A Handbook for Implementation by S. P. Marland.
9) Review the ACT profile which provides career planning and needs assessment data.
10) Read the pre-vocational policy which passed the Tennessee State Board of Education.
11) Read "Career Education: The Counselor's Role" in The School Counselor (January, 1973).
12) Read "Eight Steps for Developing a Career Education Program" by Robert W. Fuller in Thrust for Educational Leadership (Volume 1, Number 5).

OBJECTIVE 9.9

The professional counselor can demonstrate skill in using industry, business, and community personnel in guidance activities and in arranging learning experiences in the community according to student needs.

EVALUATION METHOD 9.9

The objective shall be assessed by a written plan for a career day and for an out-of-school experiences program involving industry, business, the community, and the school. The candidate must achieve mastery* as defined by the candidate's program committee.

LEARNING ACTIVITIES 9.9

Samples of suggested optional activities to assist candidates in their attainment of the objective include the following:

1) Talk with the person in charge of volunteer services and the person in charge of out-of-school experiences for the Metropolitan Public Schools. Credit can be obtained for diverse types of volunteer work.
2) Talk with a counselor about how career days are planned in the school. Sometimes training personnel and practitioners in a field are both included so that students may not only find out about the training institution but also what the job is actually like.
3) Call the Chamber of Commerce to obtain a list of the largest employers in Nashville. Call personnel managers in the businesses and industries to ask for participants.
4) Look up how to plan a career day and how to plan meaningful out-of-school experiences in Occupational Information by Robert Hoppock.
5) Review the materials on the Cobb County, Georgia, Career Education Project.
6) Read Innovations in the Use of Career Information by Joyce M. Chick.

AREA X - PRACTICUM. The counselor can integrate skills through supervised experiences in the school, community, business, and industry as required to equip the counselor with the required competencies.

OBJECTIVE 10.1

The professional counselor can demonstrate skill in working with individuals and groups of students presenting personal, social, educational and vocational concerns in seminar and the school under the supervision of the school counselor and university supervisor.

EVALUATION METHOD 10.1

The objective shall be assessed by having the candidate provide audio/video tapes of actual counseling sessions. The candidate must achieve proficiency in communicating the core dimensions of a counseling relationship. The candidate must achieve mastery* as defined by the candidate's program committee, university practicum supervisor, and on-site supervisor.

LEARNING ACTIVITIES 10.1

Samples of suggested optional activities to assist candidates in their attainment of the objective include the following:

1) Participate in video taped Interpersonal Process Recall sessions with members of the practicum seminar.
2) Have audio taped sessions of on-site counseling critiqued by the seminar group and practicum supervisor.
3) Read Impact and Change: A Study of Counseling Relationships by Bill L. Kell and William J. Mueller.
4) Read Practical Counseling in the Schools by Gary S. Belkin.

OBJECTIVE 10.2

The professional counselor can demonstrate skill in providing teachers with relevant data concerning the needs and individual differences of students.

EVALUATION METHOD 10.2

The objective shall be assessed by the completion of an objective test on the subject of an awareness of the needs of individuals and groups. The candidate must achieve mastery** as defined by the candidate's program committee. In addition, the candidate must also provide resource material to teachers as indicated by ratings on a rating scale given to teachers and the on-site supervisor.

LEARNING ACTIVITIES 10.2

Samples of suggested optional activities to assist candidates in their attainment of the objective include the

following:

1) Read A Sympathetic Understanding of the Child by David Elkind.
2) Help teachers identified as needing special classroom assistance in charting disruptive behaviors and planning remedial procedures.
3) Read Schools without Failure by William Glasser.
4) View the film, "Reality Therapy," by William Glasser.
5) Read Reality Therapy by William Glasser.

OBJECTIVE 10.3

The professional counselor can demonstrate skill in setting up and conducting group guidance sessions and activities in the classroom and in the larger school assembly as requested by the principal, guidance committee, and individual teachers.

EVALUATION METHOD 10.3

The objective shall be assessed by having the candidate demonstrate mastery** of basic group approaches on an objective test. The candidate must also demonstrate in a simulated situation (seminar) and real (practicum assignment) appropriate procedures for initiating classroom group guidance activities, as usually requested by the principal, the guidance committee, and individual teachers. The candidate must achieve mastery* as defined by the candidate's program committee.

LEARNING ACTIVITIES 10.3

Samples of suggested optional activities to assist candidates in their attainment of the objective include the following:

1) Read Group Techniques for the Classroom Teacher by Edson Caldwell.
2) Read Innovations in Counseling in Groups by George Gazda.
3) Read Joy by William Shutz.
4) Assist classroom teachers in constructing and administering sociometric devices in the classroom.

OBJECTIVE 10.4

The professional counselor can demonstrate skill in setting up career day conferences at appropriate times during the school year.

EVALUATION METHOD 10.4

The objective shall be assessed by having the candidate demonstrate in a simulated and/or real setting appropriate steps for setting up career day conferences. The candidate must achieve mastery* as defined by the candidate's program committee.

LEARNING ACTIVITIES 10.4

Samples of suggested optional activities to assist candidates in their attainment of the objective include the following:

1) Conduct a community survey of available speakers representing various career areas.
2) Identify vocational training schools in the area and arrange for field trips to these schools.
3) Help the school counselor invite college recruiting officers to conferences.
4) Study the D.O.T. and relate career-day activities to occupational areas.
5) Review the learning activities under Area VI.
6) Read How to Conduct a Career Conference published by the National Association of Manufacturers.
7) Read "CC-LSD: Career Conferences--Let Students Do It" by Cathy Demain and George S. DuBato in Vocational Guidance Quarterly (Volume 19, Number 2).

OBJECTIVE 10.5

The professional counselor can demonstrate skill in contacting, establishing, and maintaining job placement and apprenticeship programs with industry and the business community.

EVALUATION METHOD 10.5

The objective shall be assessed by having the candidate survey at least ten job placement and apprenticeship programs with the business community. The candidate must achieve mastery* as defined by the candidate's program committee.

LEARNING ACTIVITIES 10.5

Samples of suggested optional activities to assist candidates in their attainment of the objective include the following:

1) Visit potential employers to initiate job placement.
2) Work through the Office of Employment Security in helping students to contact apprenticeship programs with openings.
3) Utilize tests in determining students' interests in occupational areas.
4) Read "Practicum Placement in a Counseling-Employment Agency for Disadvantaged Youth" in the Spring, 1970, issue of Counselor Education and Supervision.
5) Read "School Counselors Spend Summer Vacations in the Employment Service" by Leslie L. Sudweeks in Vocational Guidance Quarterly (Volume 20, Number 4).
6) Read "Techdays: Georgia's State-Wide Job Placement Program for Area Vocational-Technical Schools" by Gene Bottoms and Wally Thalleen.

Part 3

PRACTICAL EXPERIENCE

It is expected that all students seeking certification will have had work experience to help fortify their fitness as a Guidance Associate and to fully satisfy the minimum competencies for certification as a Secondary School Counselor. It is fully realized that only a very small number of minority group members, particularly Blacks, would have had work experience beyond the manual labor (e.g. waiters, janitors, etc.) category because of past and present restrictions in labor union memberships, apprenticeships, General Aptitude Test Battery (GATB) evaluations, and hiring practices in general.[1] Any fair work experience evaluation must consider the foregoing circumstances in arriving at an equitable arrangement for all students.

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[1]U. S. Department of Labor. Apprenticeship: Past and Present (Washington: Government Printing Office, 1969), p.21.

Part 4

OVERALL PROGRAM EVALUATION

Program evaluation should be a continuous on-going process proceeding at different levels and gaining feedback from diverse affected sources.

First and foremost, the program shall be evaluated through a monitoring of student progress. Entering students shall attend an orientation session at the beginning of the program at which time they will receive a copy of this document with accompanying explanation. This orientation should stress the importance of self-evaluation of the strengths and weaknesses of one's competence not only throughout the program but also as a professional practicing in the field. A professional must continuously assess skills in order to obtain those professional growth experiences necessary to better serve clients. In addition, each student's adviser and program committee shall monitor the progress of the student each semester. Before recommendation of certification is made, either for guidance associate or counselor certification, the adviser and committee shall thoroughly evaluate the student's progress and level of competency. In the case of counselor certification, the student's work shall again be reviewed before placement in a practicum experience. Finally, the adviser, on-site practicum supervisor, and student's program committee shall review all of the student's work before recommendation for counselor certification is made to the Dean of the School of Education, the certification officer

on our campus. This monitoring process should help to insure the competency of candidates receiving certification at the University.

A follow-up study of those recommended for certification shall also be conducted once a year. All those receiving certification shall be asked to participate, although more relevant data shall probably be obtained from those who have actually obtained a position in counseling and worked in the position for a year. The follow-up study should provide valuable data upon which to base future program modification. A survey can also be sent to the employers of those who have received certification, to ascertain what skills the person had and what skills the person lacked when hired. Such a survey shall also provide feedback upon which decisions about future program direction can be made.

Campus-wide student evaluation of faculty is conducted once a year at Tennessee State University. In addition, a number of faculty routinely conduct evaluations of their work by students at the end of each course. Such evaluations give the individual faculty member some feedback as to strengths and weaknesses--one input upon which professional growth experiences can be planned, and approach as well as content modified.

The evaluation by accrediting agencies is another process useful in overall program evaluation. Tennessee State University is accredited by the Southern Association of Colleges and Schools and a number of other professional associations. The School of Education, Graduate Division, is presently beginning work on the self-study required for National Council for the Accreditation of Teacher Education to prepare for an on-site visit in 1975-76. The undergraduate Teacher Education Program is already fully accredited by the Council (NCATE).

Another source of overall program evaluation is the informal feedback received from members and leaders in professional organizations such as the Tennessee Personnel and Guidance Association. By actively participating in professional organizations in the counseling field, faculty members can keep abreast of new trends in the profession and also receive feedback concerning the success of graduates. Three members of the Counseling and Guidance Program faculty (Drs. Threalkill, Thomas, and Glover) are making presentations at the Tennessee Personnel and Guidance Association Convention to be held in April in Nashville. Two faculty members (Drs. Threalkill and Thomas) are on the planning committee for the convention. Twenty graduate students from Tennessee State University shall assist the speakers and act as secretaries as well as hospitality for the convention.

Monitoring student progress, follow-up studies of graduates, student evaluation of faculty, evaluation by accrediting agencies, and informal feedback received from professional organizations--these inputs shall contribute to the continuous on-going process of overall program evaluation.

Part 5

ADMISSIONS

A student desiring admission to the Counseling and Guidance Graduate Program is required to make application to the Graduate School by filling out appropriate forms and having official transcripts of undergraduate and other work sent to the Graduate School. The Graduate Dean sends the student's credentials to the departmental Curriculum Director who evaluates these credentials and recommends acceptance or rejection of the applicant as a graduate student in the Counseling and Guidance Program.

Admission to the Graduate School does not imply that the student has been accepted for study in a discipline leading to a graduate degree unless the letter of acceptance specifies that a specific department has accepted him for graduate work. Admission to the Graduate School also does not imply that a student may become a candidate for a graduate degree.

Applicants admitted to the graduate program may be classified in one of three categories. Successful applicants are notified of their classification at the time of admission to the Graduate School.

1. Unconditional Admission

   Unconditional admission to the Graduate School requires:

   a. The Bachelor's degree from a fully-accredited four-year college;
   b. At least a 2.50 quality point average (on a 4.00 point grading system);
   c. A total score of 870 on the Aptitude and Advanced Tests of the Graduate Record Examination;

d. Completion of all undergraduate pre-requisites for the selected graduate major and minor concentrations.
e. Good standing in the last institution attended.
f. Acceptable character, citizenship and health references; and
g. Acceptance into the program selected for graduate study.

2. Conditional Admission

a. Those who may have a limited number of deficiencies in undergraduate course pre-requisites. These deficiencies must be removed before enrollment in graduate courses of the same series.
b. Graduates of fully-accredited colleges who have not taken the Graduate Record Examination before admission. (Applicants for admission to degree programs must take the GRE during the first semester of enrollment in courses for graduate credit. Others may be allowed up to six graduate credit hours before taking the GRE.)
c. Graduates of recognized four-year colleges not fully accredited when the Bachelor's degree was awarded. Such applicants must 1) present a record of superior scholarship on the undergraduate level; 2) present unqualified recommendations from their undergraduate advisors; and 3) submit an official report from the Educational Testing Service indicating the scores made on the Aptitude and Advanced Tests of the Graduate Record Examination.

3. Special Admission

Special non-degree admission to the Graduate School is granted those who may wish to be enrolled in courses without the intention of qualifying for the Master's degree. Such applicants must have met all pre-requisites for the courses in which they seek enrollment.

Those individuals desiring certification as Guidance Associates will be selected on the same basis as other undergraduate students making application to the University (see the Undergraduate Bulletin for admissions criteria). These individuals may fulfill requirements by satisfying competencies under Areas I, II, III and VI with the same high level of cognitive and experiential performance as required by individuals seeking a greater depth and breadth of training in the Master's degree program.

Part 6

HISTORICAL PERSPECTIVE

Tennessee State University, a public, co-educational land grant institution was established by the State Legislature in 1909 as the Agricultural and Industrial Normal School. Its first class consisting of 287 students was admitted in June, 1912.

Through successive steps the institution developed into a fully accredited University. Collegiate instruction leading to a baccalaureate degree was offered for the first time in 1922. Appropriate name changes followed. The school became the Agricultural and Industrial State Normal College in 1924, and then the Agricultural and Industrial State College in 1927. Forty-two years later (1969), the current name, Tennessee State University, was adopted.

The General Assembly authorized the State Board of Education to upgrade substantially the educational program of the college, which included the establishment of graduate studies leading to the Master's degree. The first Master's was awarded by the college in June, 1944. In 1973, following approval by the State Board of Education, the Higher Education Commission approved the offering of the Specialist in Education degree in the areas of Administration and Supervision, and Curriculum and Instruction. It is anticipated that the Specialist in Education degree in Counseling and Guidance will be approved for the 1975-76 academic year.

Tennessee State University grants five advanced degrees: the Master of Arts (M.A.), the Master of Education (M.Ed.), the Master of Science (M.S.), the Master of Arts in Education, and the Specialist in Education degrees. Degrees are offered in twenty-six areas of study. The number of graduate degrees conferred by Tennessee State University from 1967-68 through 1973-74 are presented in Table 1 according to department and year.

Traditionally the largest number of Master's degrees awarded through the Psychology Department have been in the Counseling and Guidance Program. Tennessee State University has been actively and consistently participating in the training of school counselors since the beginnings of counseling in Tennessee. The Psychology Department had the distinction of being awarded seven consecutive United States Office of Education National Defense Education Act grants for the training of Black and White counselors throughout the State during the early and late Fifties. During the Sixties, Tennessee State University initiated and was federally funded to establish the Southeastern Center for Pupil Personnel Services. Dr. Dansby, Chairperson of the Psychology Department, has been the Associate Director of the Center from 1972, to the present time. In September, 1974, the Psychology Department in cooperation with the Vanderbilt School of Management started a new graduate degree program in Organization and Development of Counseling Services. This new and innovative approach to counselor training was developed jointly by the staffs of both universities.

Table 1

Number of Graduate Degrees Conferred
by Tennessee State University
during the Period 1967-1974
according to Department
and Year

Department	1967-1968	1968-1969	1969-1970	1970-1971	1971-1972	1972-1973	1973-1974	Totals
Agronomy	1							1
Plant Science	2	1	5	3	5	4	7	27
Biology	4							4
Business Education	4	6	7		7	5	2	31
Elementary Education	30	36	20	18		19	14	137
Administration and Supervision	10	10	7	10	13	1	8	59
English	5	6	2	5		4	2	24
Health and Physical Education	7	12	11	13	22	19	15	99
History	3	2	9	4	13	10	9	50
Home Economics	2							2
Music Education	3	3	9	1	6	3	5	30
Science Education	3	5	1	1	2	1		13
Psychology	2	6	4	4	8	5	6	35
Agriculture Education		2	1	2	5	5	7	22
Zoology		4	6	9	1	4	2	26
Home Ec Education		3	9	7	6		6	31
Spanish			1		2			3
Secondary Education	7	9	1	9	18			44

Table 1 (continued)

Department	1967-1968	1968-1969	1969-1970	1970-1971	1971-1972	1972-1973	1973-1974	Totals
Animal Science				1	1	3	4	9
Speech and Drama		3	3		6	3	6	21
Guidance and Counseling	19	25	24	14	30	25	35	172
Secondary School Instruction			2	2		14	4	22
School Psychological Services				1				1
Chemistry					2		1	3
Adult Education					1		3	4
Art Education						14		14
French							1	1
Speech Pathology and Audiology							3	3
(Totals)	102	133	122	104	148	139	140	888

Part 7

STUDENT RESOURCES

There are 123 students presently enrolled in the Counseling and Guidance Program. Of this number, 42 are full-time and 81 are part-time enrollees. Due to the influx of students from The University of Tennessee at Nashville, who are primarily evening students, and other working adults desiring graduate training in the program, it is expected that the enrollment will exceed 150 in the Counseling Program alone for the Fall, 1975, semester.

Students pursuing degrees in the Counseling and Guidance Program have generally been channeled into one of two possible courses of study: 1) the non-certification program which is designed to accommodate those students without teacher certification who desire a Master's degree in counseling and guidance, 2) and, the certification program which is designed for students seeking certification and work as secondary school counselors.

Many students, particularly teachers, who work full-time in the public schools have not sought a degree in the certification program because the scheduling of practicum for them, mainly a day-time assignment, has been prohibitive. We hope that under an expanded program that includes even more agency participation, that this problem will be partially remedied. The non-teaching experience requirement under new competency-based guidelines will also give impetus to enrollment in the program leading to certification.

Generally, full-time students enrolled in the certification program can fulfill requirements within a calendar year: this includes the writing and oral defense of a thesis. The comprehensive written examination can be chosen as an option, if desired. Students seeking a degree without certification generally finish the program within one academic year. Of course, in the spirit of our soon-to-be-adopted competency based program, an exceedingly well prepared student could quite possibly expedite the time required to complete requirements for either degree program.

Part 8

Faculty members have a wide variety of experiences which include public school teaching and counseling, directing workshops, consulting in schools as well as in business and industry, and program planning. Most of the faculty have contributed to professional journals. One faculty member has written two books and three are preparing books to be submitted for publication. Many faculty have directed workshops and symposia, in addition to teaching duties.

Three faculty members have written grant proposals. Dr. Dansby, the Chairperson of the Psychology Department, received funding for the establishment of the Southeastern Center for Pupil Personnel Services from 1972 to the present. The center encourages the development of professionals in the field of pupil personnel services by providing training stipends, supervised internship experiences, and intensified workshop experiences with leaders in pupil personnel services from across the nation. The center also conducts research upon which to base further improvement in the implementation of the pupil personnel services concept in the Southeast. Dr. Barrett directs a grant from the National Science Foundation, which has provided sizeable funding for an experimental psychology laboratory, equipped with Skinner boxes, apparatus for implanting electrodes in rats to study brain functions, and support for student development of apparatus useful in their own research. Dr. Thomas has had several workshop grants funded for upgrading vocational guidance skills of presently practicing counselors and counselor educators.

The professional training and other specific information about faculty members are summarized on the following pages.

HELEN REINHOLD BARRETT

Education

Degree	Year	Institution and Location
B.A.	1965	Barnard College New York, New York
M.A.	1967	Southern Illinois University Carbondale, Illinois
Ph.D.	1970	Southern Illinois University Carbondale, Illinois

Professional Experience

Title	Date	Institution and Location
Teaching Assistant	1965-66	Southern Illinois University Carbondale, Illinois
Teaching Assistant	1967-68	Southern Illinois University Carbondale, Illinois
Instructor	1969	University of Pittsburg Pittsburg, Pennsylvania
Associate Professor	1970-75	Tennessee State University Nashville, Tennessee
Project Director National Science Foundation Grant	1973-75	Tennessee State University Nashville, Tennessee

Professional Organizations

American Psychological Association

Midwestern Psychological Association

Professional Accomplishments

Barrett, H. R. "The Effect of Payoffs and Prior Probabilities on Decision Making about Normally Distributed Populations." Unpublished Doctor's dissertation, Southern Illinois University, 1970.

Reinhold, H. "Information Purchase Following the Presentation of Free Information." Unpublished Master's thesis, Southern Illinois University, 1967.

Pitz, G. F. and H. R. Barrett. "Information Purchase in a Decision Task Following Presentation of Free Information," Journal of Experimental Psychology, LXXXII, 3 (1969), 410-417.

Pitz, G. F., H. R. Barrett, and E. S. Geller. "Strategies of Information Seeking in Deferred Decision Making," Organizational and Behavioral Human Performance, 4 (1969), 1-19.

Pitz, G. F. and H. Reinhold. "Payoff Effects in Sequential Decision Making," Journal of Experimental Psychology, 72 (1968), 249-257.

Pitz, G. F., L. Downing, and H. Reinhold. "Sequential Effects in the Revision of Subjective Probabilities," Canadian Journal of Psychology, 1967.

Pitz, G. F. and H. Reinhold. "Payoff Effects in Sequential Decision Making." Paper read at the Midwestern Psychological Association convention, 1967.

Program Responsibilities

Helen's primary responsibilities in both the Counseling and School Psychology Programs are the development of skills in research, statistics, and design as well as learning theory, assessment of learning and intervention strategies in learning.

PEARL GORE DANSBY

Education

Degree	Year	Institution and Location
B.S.	1949	Tennessee State University Nashville, Tennessee
M.A.	1951	The Ohio State University Columbus, Ohio
Ph.D.	1962	The Ohio State University Columbus, Ohio

Professional Experience

Title	Date	Institution and Location
Intern	1951-52	Institute for Juvenile Research Chicago, Illinois
Clinical Psychologist	1953-55	E. P. Bradley Hospital Providence, Rhode Island
Research Psychologist	1955-58	Meharry Medical College Nashville, Tennessee
Intern	1960-61	Veterans Administration Hospital Chillicothe, Ohio
Assistant Professor	1962-64	University of Illinois Urbana, Illinois
Professor	1964-75	Tennessee State University Nashville, Tennessee
Department Chairperson	1971-75	Tennessee State University Nashville, Tennessee

Professional Organizations

American Psychological Association

Southeastern Psychological Association

American Association of Black Psychologists

Professional Accomplishments

Gore, P. "Suckling Reflex in Premature Infants," Journal of Pediatrics, May, 1958.

Gore, P. "Personality Correlates of Social Actions," Journal of Personality, March, 1963.

Dansby, P. G. "Cognitive Dissonance Model of Attitude Change," Society for the Psychological Study of Social Issues Bulletin, 1965.

Dansby, P. G. "Need for Achievement in Women," American Psychologist, 1965.

Contributing Author to the Following Texts:

Wilcox, Roger (ed.). Psychological Consequence of Being a Black American, 1969.

Rotter, Chance, and Phares (eds.). Social Learning Theory of Personality. Holt, Rhinehart and Winston, 1972.

Jones, Reginald (ed.). Black Psychology. Harper and Row, 1972.

Recent Consultations:

Initiated and served as Director of the Southeastern Center for Pupil Personnel Services with the first pairing of predominantly Black and predominantly White Institutions in Joint Project, 1967.

Associate Director of the Southeastern Center for Pupil Personnel Services, 1972 to the present.

Program Responsibilities

Pearl's primary responsibility is the administration, guidance and leadership of the entire Counseling and School Psychology Programs. She is also extremely competent in personality development, assessment and intervention as well as all phases of clinical processes in psychology.

JOHN AUSTIN GLOVER

Education

Degree	Year	Institution and Location
B.S.	1970	Memphis State University Memphis, Tennessee
M.S.	1971	Tennessee Technological University Cookeville, Tennessee
Ed.D.	1973	The University of Tennessee Knoxville, Tennessee

Professional Experience

Title	Date	Institution and Location
Geological Technician	1970-72	Cominco American Inc. Cookeville, Tennessee
Graduate Assistant	1972-73	The University of Tennessee Knoxville, Tennessee
Head, Psychological Services and Counseling	1972-73	Friendsville Academy Friendsville, Tennessee
Assistant Professor	1973-75	Tennessee State University Nashville, Tennessee

Professional Organizations

Southeastern Psychological Association

Professional Accomplishments

Glover, J. "A Comparison of the Levels of Creative Ability Between Black and White College Students," Journal of Genetic Psychology, (in press).

Glover, J. "Creativity Among Black and White Elementary School Children," Journal of Genetic Psychology, (in press).

Glover, J. "Level II Mental Ability among Kindergarten and Non-Kindergarten Black and White Elementary School Children: Some

Discrepancies," Journal of Genetic Psychology, (in press).

Glover, J. and A. L. Gary. "Melanin Level Effects on the Acquisition of Developmental Skills among Elementary School Children," Journal of Genetic Psychology, (in press).

Glover, J. and A. L. Gary. "Creativity and Applied Behavior Analysis," Journal of Applied Behavior Analysis, (in press).

Glover, J. and A. L. Gary. "Melanin Level Effects on the Acquisition of Novel Responses," Journal of Experimental Psychology, (in press).

Glover, J. "Modeling and Creative Responding," Race, Eye Color and Sex, ed. M. Worthy (Droke House/Hallux, 1974).

Gary, A. L. and J. Glover. "The Effects of Three Forms of Contingencies on Levels of Creative Responding," Race, Eye Color and Sex, ed. M. Worthy (Droke House/Hallux, 1974).

Glover, J. "Behavior Modification as a Tool for the Enhancement of Creative Responding." Paper presented at the Middle Tennessee Symposium for Applied Behavior Analysis, 1974.

Glover, J. "Individualized Instruction as a Means for Enhancing Creative Responding." Paper presented at the Middle Tennessee Workshop for Competency-Based Teacher Education, 1974.

Glover, J. "Eye Color and Modeling Effects on Creative Responding." Paper read at the Southeastern Psychological Association Convention, 1974, Hollywood, Florida.

Glover, J. "Eye Color Effects on Social Development." Paper to be read at the Southeastern Psychological Association Convention, 1975, Atlanta, Georgia.

Glover, J. "Behavior Modification as a Means for Enhancing the Counselor's Skills in Consultation." Paper to be read at the Tennessee Personnel and Guidance Association Convention, 1975, Nashville, Tennessee.

Glover, J. and A. L. Gary. Behavior Modification: Enhancing Creativity and Other Good Behaviors. Pacific Grove, California: The Boxwood Press, 1975.

Glover, J. and A. L. Gary. Behavior Modification: An Empirical Approach to Self-Discipline. Chicago: Nelson Hall Company, (in press).

Glover, J. and A. L. Gary. Reader in developmental psychology (untitled) under contract to Nelson Hall Company.

Gary, A. L. and J. Glover. Eye Color, Sex, and Your Child's Behavior. Chicago: Nelson Hall Company, 1975.

Gary, A. L. and J. Glover. Stimulus and Response: Stimulating Your Child's Intellectual Growth. Chicago: Nelson Hall Company, (in press).

Program Responsibilities

John's primary responsibilities in the Counseling and Guidance Program include development of the principles and foundations of guidance as well as guiding students in research and development of consultation and assessment skills.

In the School Psychology Program, his primary responsibilities are assessment, intervention, learning disabilities, behavior modification, and consulting skills. He is also extremely well qualified to guide research in psycho-educational areas and to provide instruction and guidance in research, statistics and design skills as well as learning theory.

JOHN WESLEY JOYNER

Education

Degree	Year	Institution and Location
B.S.		Tennessee State University Nashville, Tennessee
M.S.		Tennessee State University Nashville, Tennessee
Ph.D.		The Ohio State University Columbus, Ohio

Professional Experience

Title	Date	Institution and Location
Manager (48 Lane) Bowling Center	1961-1963	Pinnacle Lanes
Guidance and Counseling	1964-1969	Cairo, Illinois Public Schools
Guidance and Counseling	1966-1967	Cairo, Illinois Public Schools
Teacher (Part-time)	1966-1969	Illinois Migrant School
Director of Counseling and Guidance	1969-1970	West Kentucky State Vocational Technical School
Graduate Research Associate	1970-1971	The Ohio State University Columbus, Ohio
Graduate Administrative Associate	1971-1972	The Ohio State University Columbus, Ohio
Staff Counselor	1972-1973	The Ohio State University Columbus, Ohio

Professional Organizations

Phi Delta Kappa

American Personnel and Guidance Association

National Association of Afro-American Educators

Phi Beta Sigma Fraternity

Tennessee Personnel and Guidance Association

Middle Tennessee Business Association

Professional Accomplishments

Joyner, J. "Counseling Minorities Students." Paper presented at the Kentucky Vocational Teachers Association, Louisville, Kentucky, 1970.

Joyner, J. "Utilizing Occupational Performance Data as a Means of Program Improvement in Vocational Technical Education." Presented at the National Junior College Association, Columbus, Ohio, 1971.

Joyner, J. "Secretarial Science Occupational Performance Survey Report." The Center for Vocational and Technical Education, The Ohio State University, Columbus, Ohio, 1971.

Joyner, J. "Business Data Processing Occupational Performance Survey Report." The Center for Vocational and Technical Education. The Ohio State University, Columbus, Ohio, 1971.

Program Responsibilities

John's primary responsibilities in the Counseling and Guidance Program include vocational guidance, organization and administration of pupil personnel services, and consultation skills. As Director of the University Counseling Center, John has supervised practicum for selected students whose career goals focus on counseling at the college level.

In the School Psychology Program, John's main responsibilities lie in the area of consultation skills and supervision of practicum students.

GLORIA M. LEWIS

Education

Degree	Year	Institution and Location
B.S.	1961	Tennessee State University Nashville, Tennessee
M.S.	1963	Tennessee State University Nashville, Tennessee
+33	1972	Peabody College Nashville, Tennessee

Professional Experience

Title	Date	Institution and Location
Head, Placement and Student Activities	1962-63	Tennessee State University Nashville, Tennessee
Supervisor, University Testing Bureau	1963-66	Tennessee State University Nashville, Tennessee
Instructor, Supervisor of School Psychology Laboratory	1966-68	Tennessee State University Nashville, Tennessee
Instructor	1968-71	Tennessee State University Nashville, Tennessee
Consultation-Educational Specialist/Acting Coordinator of Preventive Services	1973-74	Meharry Medical College Nashville, Tennessee
Assistant Professor	1974-75	Tennessee State University Nashville, Tennessee

Professional Accomplishments

Outstanding Teacher of the Year Award, Tennessee State University, 1971.

Outstanding Young Woman of America Award, 1972.

Board member of the Cumberland Valley Girl Scout Council and National Delegate to Girl Scouts of America.

Co-Chairperson and Ad Hoc Chairperson of Personnel Recruitment and Selection for the Waverly-Belmont Youth Service Agency.

Co-author/consultant for "Survey of Minority Special Academic Support Programs in Junior Colleges." American Association of Junior Colleges, 1972.

Chairperson of the Board of Trustees of her church.

Program Responsibilities

Gloria's responsibilities are primarily in the area of undergraduate instruction in our general psychology curriculum. She is, however, highly competent to serve as a source of information and guidance in learning and personality assessment, intervention, and development. She has also had extensive experience and training in consultation in a wide variety of psycho-educational settings including human development and mental health.

HAROLD PHELPS

Education

Degree	Year	Institution and Location
B.S.	1952	Tennessee State University Nashville, Tennessee
M.S.	1954	Tennessee State University Nashville, Tennessee
+45	1955 and 1958	Indiana University Bloomington, Indiana

Professional Experience

Title	Date	Institution and Location
Teacher	1954-55	Burt High School Clarksville, Tennessee
Assistant Professor and Associate Professor	1956-present	Tennessee State University Nashville, Tennessee

Professional Accomplishments

Biomedical Statistical Consultant in the Multiphasic Screening Laboratory at Meharry Medical College (1970-72).

Statistical Consultant in the Department of Orthodontics at Meharry Medical College (1971-73).

Professional Responsibilities

Harold will not generally contribute to the Counseling or School Psychology Programs in a direct manner as his responsibilities are the undergraduate courses in statistics, and measurement and evaluation. He is, however, an excellent source of information and guidance in these areas.

DAVID STEWART, JR.

Education

Degree	Year	Institution and Location
B.S.	1955	North Carolina College Durham, North Carolina
M.S.P.H.	1959	University of North Carolina Chapel Hill, North Carolina
M.S.	1963	North Carolina Central University Durham, North Carolina
Post M.S.		Union Graduate School Yellow Springs, Ohio
Post Graduate	1967	University of Georgia School of Alcoholic Studies Athens, Georgia

Professional Experience

Title	Date	Institution and Location
Education Systems Specialist	1968	Colorado Mountain College Glenwood Springs, Colorado
Intern (Associate N.T.L.)	1968	National Training Laboratories Institute (N.T.L.) Applied Behavioral Science Bethel, Maine
Human Resources Consultant	1970 - present	Meharry Community Mental Health Center Meharry Medical College Nashville, Tennessee
Part-Time Instructor	Present	Tennessee State University Nashville, Tennessee

Professional Organizations

Society of Public Health Educators

American Public Health Association

National Training Laboratories Associate

Professional Accomplishments

Dave is quite well known in Nashville as an excellent teacher, group facilitator and therapist. He has lead encounter and therapy groups at Nashville universities as well as various retreats and workshops. Below are some of the places where Dave has used his skill to promote and enhance interpersonal relationships:

Metro Nashville Public School System--School Desegregation
Fisk University, Student Leadership Program
U. S. Army Race Association
Tennessee State University
Vanderbilt University
Peabody College
University of North Carolina, Leadership Program
North Carolina A&T University, Leadership Program
Nashville Mental Health Center
National Educational Association
Texas Lutheran College
Bloom Frend Commission School System
Atlanta School of Social Work

Program Responsibilities

Dave's major program responsibilities center around his teaching of group process and consultation skills. His extensive experience and expertise as a group facilitator will also be used in staff development.

DOROTHY GRANBERRY STEWART

Education

Degree	Year	Institution and Location
B.A.	1966	Tennessee State University Nashville, Tennessee
Ph.D.	1971	The University of Connecticut Storrs, Connecticut

Professional Experience

Title	Date	Institution and Location
Social Worker	1967	Cook County Public Aid Department Chicago, Illinois
Playground Operator	1968	Self-employed Chicago, Illinois
Group Leader WIN Program	1969	N. Y. C. Urban League New York, New York
Teaching Assistant	1970	University of Connecticut Storrs, Connecticut
Instructor	1971-72	Eastern Connecticut State College Willimantic, Connecticut
Assistant Professor	1971-73	Florida A&M University Tallahassee, Florida
Assistant Professor	1973-75	Tennessee State University Nashville, Tennessee

Professional Organizations

American Association of Black Psychologists

Professional Accomplishments

University of Connecticut Predoctoral Fellowship, 1971

Woodrow Wilson Fellowship, 1966

Southern Education Fellowship, 1966

National Science Foundation Fellowship, 1965

Stewart, D. and D. Alston. "A Replication of Clark's and Clark's Doll Study." Unpublished research, Florida A&M University.

Stewart, D. "The Social Adjustment of Black Families in a Predominantly White Social Environment." Unpublished Doctor's dissertation, University of Connecticut.

Stewart, D. "Influence and Affiliation." Unpublished research project, University of Connecticut.

Stewart, D. "Evaluators." Unpublished research project, University of Connecticut.

Program Responsibilities

Dorothy's primary responsibilities in the Counseling and Guidance Program include research methods in psycho-educational settings and the development of students' skills in group processes.

In the School Psychology Program she will also be responsible for research methods in psycho-educational settings and community organization and relationships. She is also highly skilled in group dynamics and social factors in the psycho-educational process.

MICHELE BURHARD THOMAS

Education

Degree	Year	Institution and Location
B.A.	1963	College of St. Mary of the Springs (now named Ohio Dominican College) Columbus, Ohio
M.E.	1970	University of Mississippi
Ph.D.	1972	University, Mississippi

Professional Experience

Title	Date	Institution and Location
Substitute K-12 and Biology Teacher	1963-65	The American International School Vienna, Austria
English Conversation Teacher	1966-68	Rieseikan Gakuin Nishinomiya, Japan
Mathematics Teacher	1968-69	Granville Junior High School Granville, Ohio
Screening Team for Special Education	1971	Bureau of Psychological Services University of Mississippi University, Mississippi
Examiner	1971	Vocational Rehabilitation Oxford, Mississippi
Graduate Assistant and Instructor of Effective Study	1970-72	Student Counseling Center University of Mississippi University, Mississippi
Part-Time Instructor	1973	Department of Psychology Tennessee State University Nashville, Tennessee
Assistant Professor of Educational Psychology and Guidance	1973-75	The University of Tennessee at Nashville Nashville, Tennessee
Assistant Professor of Psychology	1975-present	Tennessee State University Nashville, Tennessee

Professional Organizations

Phi Kappa Phi National Honorary

Kappa Delta Pi Education Honorary

Alpha Mu Sigma Science Honorary

Tennessee Personnel and Guidance Association

Tennessee Association of Counselor Education and Supervision

American Personnel and Guidance Association

Southern Association of Counselor Education and Supervision

Middle Tennessee Personnel and Guidance Association

Tennessee Association of Women Deans and Counselors

National Association of Foreign Students Affairs

American Association of University Women

Tennessee Education Association

Professional Accomplishments

Thomas, Michele B. "An Annotated Bibliography of Behavioral Counseling." The University of Mississippi: Department of Guidance and Educational Psychology, 1970. (Mimeographed and bound.)

Thomas, Michele. "Foreign Student Adviser Proves Busy, Varied Role," The Commercial Appeal (Memphis), July 30, 1971.

Thomas, Michele. "Hinds Junior College Proved by Graduates," The Clarion Ledger (Jackson), July 29, 1971.

Thomas, Michele B. "A Descriptive Analysis of Foreign Graduate Students and the Relationship of their Characteristics to Academic Achievement at the University of Mississippi." Unpublished Doctor's dissertation, The University of Mississippi, 1972.

Thomas, Michele B., and others. A Competency-Based Manual for Area VI: Vocational and Career Development of the Minimum Competency Requirements for Secondary School Counselors of the State of Tennessee. 4 Vols., 1974.

Thomas, Michele B. "The University of Tennessee at Nashville Vocational Guidance Institute." Evaluation report submitted to the Tennessee Department of Education, Comprehensive Vocational Education Task Force, September 20, 1974.

Thomas, Michele B. "A Competency-Based Counselor Education Conference." Evaluation report submitted to the Tennessee Department of Education, Comprehensive Vocational Education Task Force, 1975.

Thomas, Michele B. Career Guidance, Counseling, and Placement: A Developmental Perspective in Tennessee. (in press).

Thomas, Michele B. "Vocational Guidance Institute." Workshop held for practicing counselors funded by the State Department of Education, Summer, 1974.

Thomas, Michele B. "Counselor Competencies." Presentation to be given at the Tennessee Personnel and Guidance Association convention, April, 1975, Nashville, Tennessee.

Thomas, Michele B. "A Competency-Based Counselor Education Conference." Conference held for practicing counselor educators to assist them in developing competency-based programs and funded by the State Department of Education, 1974.

Psychological Examiner Licensed by the Board of Examiners in Psychology in the areas of Counseling Psychology and School Psychology, August, 1974.

Program Responsibilities

Michele's primary responsibilities in the Counseling and Guidance Program include career development, assessment, personal-social development, administration of guidance services, and foundations. She is also well qualified to direct research activities and to teach counseling techniques, consultation, and counseling practicum.

In the School Psychology Program, her primary responsibilities lie in the area of assessment and appropriate intervention strategies. As a licensed psychological examiner in school and counseling psychology, she is also well qualified to assist students in the development of competencies in individual testing and professional ethics.

JAMES H. THREALKILL

Education

Degree	Year	Institution and Location
B.S.	1963	Tennessee State University Nashville, Tennessee
M.S.	1967	Tennessee State University Nashville, Tennessee
Ed.D.	1971	Ball State University Muncie, Indiana

Professional Experience

Title	Date	Institution and Location
Classroom Teacher	1963-65	Metropolitan Public Schools Nashville, Tennessee
Counselor	1965-67	Metropolitan Public Schools Nashville, Tennessee
Counselor-Instructor	1967-68	Counseling Center and Psychology Department Tennessee State University
Instructor (Teaching Fellow)	1969-71	Counseling Psychology Ball State University Muncie, Indiana
Trainer and Instructor	1970-71	Crisis Center Staff Aquarius Staff Muncie, Indiana
Consultant	1970-71	Elementary School Counseling Marion School System Marion, Indiana
Consultant	1972-73	Pupil Personnel Services Metropolitan Public Schools Nashville, Tennessee
Director	1973-present	Graduate Curriculum in Counseling and Guidance Tennessee State University Nashville, Tennessee

Professional Organizations

American Psychological Association

Tennessee Personnel and Guidance Association

American Personnel and Guidance Association

Psi Chi Honor Society in Psychology

Professional Accomplishments

Threalkill, J. H. and C. R. Walker. "Using Teachers to Identify Students Needing Special Help," The Faculty Journal, 1968.

Threalkill, J. H. "A Study of the Effects of Rational Desensitization in the Reduction of Test Anxiety." Unpublished Doctor's dissertation, Ball State University, 1971.

Threalkill, J. H. "Rational Desensitization: An Integration of Two Models." Submitted for publication.

Threalkill, J. H. "The Humanistic Behaviorist as a Consultant." Submitted for publication.

Threalkill, J. H. "A proposed Elementary School Counseling and Guidance Program for Clemons School." Unpublished Master's thesis, Tennessee State University, 1967.

Toldson, I. and J. H. Threalkill. "Using Black Drama for Therapeutic Purposes." Workshop held at the Association of Black Psychologists convention, 1972, San Francisco, California.

Threalkill, J. H. "Interviewing and Counseling Skills." Workshop held for Veterans Administration Supervisory Staff, 1974, Nashville, Tennessee.

Threalkill, J. H. "Behavior Modification." Workshop held for Metropolitan Public School Teachers, 1974, Nashville, Tennessee.

Program Responsibilities

Jim's primary responsibility is directing the Counseling and Guidance Program. Other duties consist of teaching counseling techniques, clinical testing, and supervising counselor practicum.

Jim will provide the counseling and consultative components of the School Psychology Program. Jim is also highly competent to provide guidance in psycho-educational research.

Part 9

DEPARTMENTAL RESOURCES

The Psychology Department, of which the Counseling and Guidance Program is a part, is located on the third floor of the Education Building, with additional classroom space located in the Graduate Building. The administrative and faculty offices are located on the third floor of the Education Building. These are listed below:

Name	Office
Dansby	Ed. 302-A
Threalkill	Ed. 308
Thomas	Ed. 309
Glover	Ed. 304-B
Phelps	Ed. 307-A
Barrett	Ed. 305-A
Stewart	Ed. 305-B
Lewis	Ed. 305-C
Simpson	Ed. 304
Stewart	Ed. 304-C
Atwater	Ed. 304-D

Classrooms assigned to the Department are:

Ed. 303	G. Bldg. 100
Ed. 305	G. Bldg. 101
Ed. 307	G. Bldg. 200
Ed. 309	G. Bldg. 202
Ed. 311	G. Bldg. 203
Ed. 313	G. Bldg. 212
Ed. 310	G. Bldg. 311
Ed. 312	G. Bldg. 313
Ed. 314	

These rooms are used as observation booths for counseling and testing training:

* Ed. 305
* Ed. 309
Ed. 306-A
Ed. 306-B

* Currently being used as office space as well.

These classrooms are used for graduate and undergraduate classes in the Psychology Department. Most graduate classroom work--other than practicum seminars, clinical testing and counselor training observations--is held in the Graduate Building and the Women's Building for evening classes. The majority of the graduate courses in the Counseling and Guidance Program are offered in the evening to accommodate teachers and other working adults.

The department is supplied and equipped very adequately to conduct a competency-based counselor education program. Housed in the department are 16mm sound projectors, an overhead projector, a slide projector, a video tape unit with two monitors, a record player and several tape recorders. Several training films and video tapes on counseling techniques are available for use by instructors and students. A variety of other films pertaining to growth, development, individual differences, and classroom procedure are readily available for classroom and individual use. A trained technician is on hand at all times to assist teachers and students in the use of equipment and materials. Many prerecorded tapes (the latest) are available for training purposes, with transparencies and films covering such specific areas as behavior modification and diagnostic testing. An exhaustive slide collection is available which covers every major aspect of human and animal behavior. There are books, journals, a wide collection of diagnostic tests and devices for use by instructors having teaching responsibilities in the Counseling and Guidance Program.

An extension of our Counseling and Guidance Program is made possible by the department's participation in the Consortium with Fisk University, Meharry Medical College, Peabody College, and Vanderbilt.

Through this arrangement our students can avail themselves of seminars, symposia, workshops, and a number of special lectures to enhance their training as counselors and to make training more relevant to student needs.

Part 10

UNIVERSITY RESOURCES

The following settings are available for students in the Counseling and Guidance Program in order to help them meet competency requirements in the various parts of their training.

The University Counseling Center

Practical experiences are available through the University Counseling Center. The center is supervised by Dr. John Joyner and practical experiences will be supervised by him or one of his designates.

The University Counseling Center is committed to human development philosophy and practice. The nature of the University Counseling Center involves developmental, remedial, and preventive interactions with students and other individuals served by the center. The center is one aspect of the University's program to alleviate mediational, educational, and social immaturity in students. Specifically, the objectives of the Tennessee State University Counseling Center are:

1) to assist students who have academic, vocational or personal/social concerns;

2) to provide service for students who are veterans;

3) to provide rehabilitation services for students;

4) to develop and implement outreach programs to develop a working relationship between the University and the community.

The Counseling Center provides services in eight areas, each of which is available for practicum experiences in Counseling and Guidance. These areas are:

1) counseling services (individual counseling, group counseling, marriage counseling)

2) career planning services

3) consultation services

4) vocational rehabilitation

5) veteran's affairs

6) special services (tutorial services, training services, counseling supervision, outreach, academic advisement)

7) testing services

8) research and evaluation

Career Counseling, Placement, and Cooperative Education

Mr. Andrew Minor and his staff provide a liaison between employers and students, in order to bring them together. Employers from across the nation actively recruit on the campus. Alumni wishing to change positions may avail themselves of these services.

Placement includes part-time, full-time, internship, and cooperative education options. Interns are placed in full-time jobs related to their major fields for one semester. Coop students work one semester and then go to school one semester. In order to qualify for coop placement, a student must have finished his freshman year and participate in three training periods.

Career counseling is provided for all students requesting such service.

Martha Brown Memorial Library

Over 120,000 volumes are housed in the Martha Brown Memorial Library, which is located on the Northwest side of the campus.

The Reference Department, which is located in Room 200 on the second floor, functions to give library users whatever assistance they

may need to help them use the library effectively in their search for information. The following services are offered by the Reference Department:

1) instruction in the use of library resources such as the card catalogue, books, periodicals, indexes, abstracts, and bibliographies;

2) instruction in the systematic study of the literature of specialized fields such as education, psychology, sociology, or other disciplines;

3) guidance in research in the preparation of class assignments, term papers, theses, and individual research;

4) compilation of bibliographies on special or requested areas by students and faculty.

The Circulation Department permits students to borrow an unlimited number of books for a two week period. All books are shelved by the Dewey Decimal System except the School of Social Work collection which is organized by the Library of Congress System. There is an extensive collection of books relating to the Counseling and Guidance Program and the Library subscribes to a wide range of journals in the guidance field.

Miss Daniel, the Director of the Library, has been very cooperative in ordering recent books and journals necessary for the Counseling and Guidance Program.

Teacher Education Curriculum Laboratory

The Teacher Education Curriculum Laboratory is located on the second floor of the Education Building and is under the direct supervision of Dr. Helen Teague, an expert in audio-visual aids. In addition to several thousand volumes of texts being used at different levels in the school systems of Tennessee, the laboratory contains audio-visual materials for use in teaching, counseling, and the training

of school personnel. A microfilm reader allows students to have access to the INFOE materials developed by the Research Coordinating Unit in Knoxville. Cassette tape recorders, filmstrip projectors, and record players are available in special carrels to permit students to use the multi-media educational delivery systems available in the laboratory and to individualize counselor education training. Kits, games, booklets, periodicals and publications in the area of career development and counseling are on reserve in the laboratory for the use of students in the Counseling and Guidance Program. Occasionally, faculty members hold classes in the Teacher Education Curriculum Laboratory to orient students to what is available for their use. A complete listing of the holdings of the laboratory is available upon request.

Computer Center

The University Computer Center, under the direction of Mr. A. J. Thomas, is available to students for practical experience in the use of computer services. Available at the Computer Center are an IBM 1130 computer with a library of programs suitable for educational practice, two second-order computers for less rigorous problems, two key-punching machines, and the necessary materials and equipment for original programming.

Competency-Based Teacher Education Office

The Competency-Based Teacher Education Office, under the direct supervision of Mrs. Elizabeth Reed, is located on the second floor of the School of Education. It provides assistance to student teachers and counselors in the development of individualized instruction. The facility contains a diverse range of multi-media useful in the develop-

ment of curriculum materials.

The University Nursery School-Kindergarten

The Home Economics Department administers modern nursery school and kindergarten laboratories complete with observation booths, two-way mirrors, and earphones in the recently constructed Home Economics Building. Counseling and School Psychology students doing projects can use these facilities.

Reading Center

The Reading Center of the School of Education, under the direction of Dr. Ruby Martin, serves as a laboratory for students with reading and learning deficiencies. It occupies specially equipped classrooms, diagnostic facilities, and offices on the second floor of the School of Education.

Speech Pathology Clinic

The Speech Pathology Clinic located on the top floor of the Graduate Building is basically used for practical experiences for those students majoring in speech pathology.

Other University Resources

As one of two land-grant institutions in the State, Tennessee State University has a wide variety of courses offered in agriculture, home economics, engineering, technology, and allied health professions. These campus facilities and personnel are available to students in the Counseling and Guidance Program to orient them toward the world of work and diverse career options.

In particular, the Department of Industrial Arts and Technology, headed by Dr. Witherspoon, has facilities and laboratories of interest to school counselor trainees. Curricular majors in industrial arts

education, technical aeronautics, transportation and services technology, and industrial technology with options in construction, electrical, or printing technology are available at the undergraduate level, and graduate coursework in vocational-technical education is also available. Journeymen who are hired as trade teachers by local systems can avail themselves of the necessary orientation courses required for trade teacher certification. In the competency-based counselor education program, trade and industrial arts teachers can obtain certification as guidance associates or school counselors by demonstrating the appropriate competencies stated in this document. Contact has been initiated with Dr. Witherspoon to work cooperatively toward the implementation of the competency-based counselor education program.

The School of Agriculture and Home Economics, the Business Education Department, and the Center for Allied Health Professions are all valuable resources for the development of a broadly conceptualized Counseling and Guidance Program.

Part II

OTHER RESOURCES

With an increasing interest in public service outside the secondary school setting, graduate students in Counseling and Guidance are requesting practicum assignments in community agencies involved in drug treatment, crisis counseling, marriage and family counseling, and other places.

At the present time there are several agencies cooperatively participating in the training of our graduate students. These are: 1) Meharry Medical College Psychiatric Department, 2) The Meharry Drug Abuse Center, 3) Crisis Call Center, 4) State of Tennessee Reception and Guidance Center, 5) and the University Counseling Center.

Our primary site for the placement of practicum students is in the Metropolitan Nashville Public Schools. Mrs. Dorothy Pease, the Coordinator of the Guidance Division, has for a number of years been instrumental in placing our practicum counselors in schools under the direct supervision of practicing school counselors. This experience has been extremely rewarding to our students. We will continue to call on Mrs. Pease who has most graciously helped us in our training program.

Part 12

CURRICULUM

A competency-based counselor education program must of necessity provide competencies to be acquired by the student and criteria to be applied in assessing the competencies which must be made explicit. Each student is held accountable for meeting these criteria and, therefore, must:

1. Demonstrate mastery of the minimum competency requirements for secondary school counselor certification of the State of Tennessee as measured by the evaluation methods described in this document. The satisfaction of secondary school certification as a counselor does not necessarily mean that the candidate has met all departmental requirements for the Master's degree.

2. Must participate in a practicum experience at a site agreed upon by the candidate and the practicum supervisor.

The dictates of a true competency-based program make provisions for a candidate to satisfy the above mentioned criteria without having participated in formal classroom work; such an enabling mechanism will be a necessary part of this program in the form of preassessments. Experience has shown, however, that only a small minority of students successfully "testing" out of the program will come to us this well prepared.

The majority of our candidates will proceed along the following route:

		Semester Hours
a)	Pre-requisite Undergraduate Courses (One of each below)	
	1) Psychology 201, General Psychology	3
	2) Psychology 242, Human Development and Learning	3
	3) Psychology 311, Elementary Statistics	3
	4) Psychology 312, Measurement and Evaluation	3
	5) Psychology 341, Social Psychology	3
b)	An Individualized Planned Program	41
	Stresses a high level of cognitive and experiential attainment by its enrollees.	

Students desiring to pursue the guidance associate certificate must successfully demonstrate the minimum competencies under Areas I, II, III, and VI as measured by the evaluation procedures described in this document under the appropriate areas.

It is expected that all students seeking certification will have had work experience to help fortify their fitness as a Guidance Associate and to fully satisfy the minimum competencies for certification as a Secondary School Counselor. It is fully realized that only a very small number of minority group members, particularly Blacks, would have had work experience beyond the manual labor (e.g. waiters, janitors, etc.) category because of past and present restrictions in labor union memberships, apprenticeships, General Aptitude Test Battery (GATB) evaluations, and hiring practices in general. Any fair work experience evaluation must consider the foregoing circumstances in arriving at an equitable arrangement for all students.

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Career Cluster Game. Waco: Education Achievement Corporation, 1973.

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